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ABSTRACT

Intended for staff who maintain teen pregnancy and parenting programs and for those just beginning such programs, the strategies, instrument, and resource list provided in this document were generated by 150 educators and community service providers who are experienced with similar programs. Section A provides the following lists: (1) barriers to teen pregnancy and parenting programs; (2) what such programs need; (3) 48 program strategies for overcoming the barriers and obtaining what is needed; (4) barriers the teens face; (5) needs the teens have; and (6) 33 strategies for meeting those needs and overcoming the barriers. Section B offers help on conducting an inventory of program resources and an assessment of program participants' needs. Included is a 25-page "Teen Pregnancy and Parenting Program Inventory and Needs Assessment" instrument. Section C cites and annotates 63 pages of relevant print publications, software, videos, slides, and filmstrips. These resources are organized by media, and those that are print publications are also grouped by the topics they cover. Among the topics they cover are educational methods for career planning, self-help for teen parents, and current issues concerning women and the work force. (CML)

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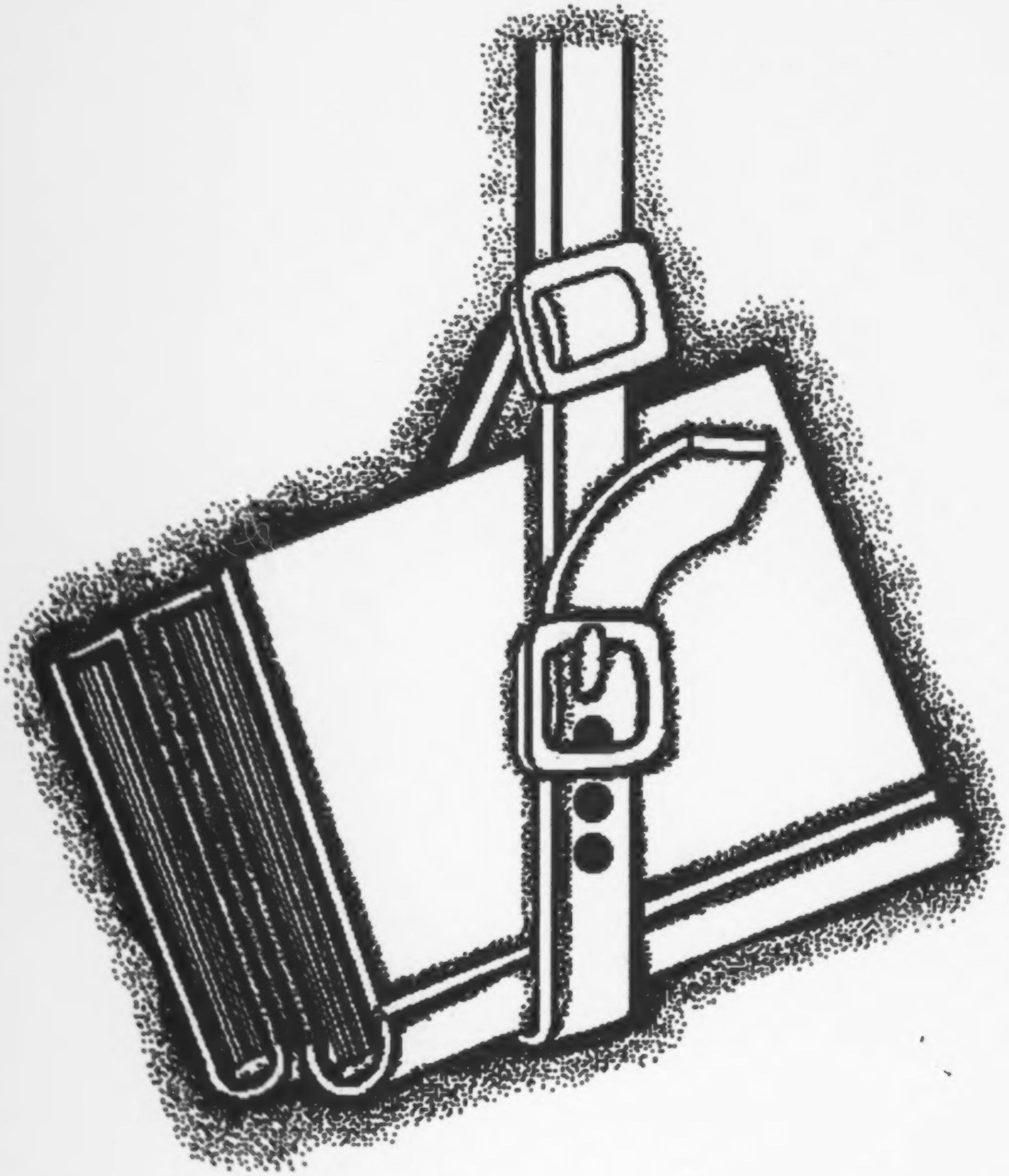

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Resources for Strengthening Teen Pregnancy and Parenting Programs

by

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Table of Contents

Section I

Teen Pregnancy and Parenting Programs: Barriers, Needs, and Strategies A-1

Section II

Teen Pregnancy and Parenting Programs: Inventory and Needs Assessment B-1

Section III

Teen Pregnancy and Parenting Programs: A Catalog of Resources C-1

Teen Pregnancy and Parenting Programs: Barriers, Needs and Strategies

Section A

Table of Contents

Introduction A-2

Program Barriers A-3

Program Needs A-4

Program Strategies A-4

Teen Barriers A-7

Teen Needs A-9

Strategies For Overcoming Barriers And Needs A-10

Teen Pregnancy and Parenting Programs: Barriers, Needs and Strategies

Pregnant and parenting teens are students at-risk for not completing high school. Providing them with an effective and meaningful education must be a major goal of schools and communities. In practice, staff express frustration with overcoming barriers to providing programs and support services. Not only do they encounter institutional and system-related barriers but teen parent barriers, as well.

During the Fall of 1987, 150 Wisconsin educators and community service providers in pregnancy and parenting programs attended workshops conducted by the Vocational Studies Center of the University of Wisconsin-Madison. The workshops focused on strengthening programs for pregnant and parenting teens. A data base emerged as participants identified barriers and needs they encountered in providing programs and related services. Participants also suggested strategies to strengthen programs based on their work with these youth. The results of this input follow.

PROGRAM BARRIERS

- Punitive attitudes and assumptions of staff regarding teen parents and their sexuality
- Insufficient school and community collaboration and knowledge of services
- Low level of school support and accommodation for pregnant and/or parenting teens
- Inadequate facility and space arrangements that communicate "hidden agenda" to students
- Lack of in-school programs with classes on parenting, family living, wellness, self-esteem building, and career education
- Lack of consistEnt and long-term funding for individuals, programs
- Added work responsibilities for staff because of reduced spending
- Pervasive negative images of teen parents including fathers
- Lack of staff training in drug abuse, dysfunctional families, child abuse, sexual abuse
- Community and school attitudes and assumptions such as "we're encouraging and glorifying pregnancy and parenting in providing services" "you play, you pay"
- Philosophies supporting policy issues and statements not critically examined - what are the hidden agendas?
- Turf issues in school or community
- Insensitivity to student/client class, values, and/or cultural differences
- Increasing numbers of learning disabled and emotionally disabled students with additional special needs
- Younger students/clients having additional or different needs
- Title XX administration problems and issues
- Lack of program alternatives for students who do not meet specific program eligibility requirements (e.g., JTPA income levels)
- Teens' lack of perspective regarding their adult role status and delaying pregnancy
- Administrative lack of understanding problems (e.g., school staff are often told not to counsel students)
- Lack of effective curriculum

PROGRAM NEEDS

- Public understanding of issues
- Accessible and readable curriculum
- Adequate and appropriate shelters for women with minors
- Understanding cultural and socioeconomic issues and differences
- Male responsibility programs
- Financial support, adequate food, clothing, housing, medical benefits, day care, and transportation
- Effective and sufficient staff in schools or community-based organizations
- Resources for public relations campaigns
- Community support and advocacy

PROGRAM STRATEGIES

- Address school needs for early pregnancy prevention at elementary school level including: self-esteem, goal setting, sex education in K-12, dealing with anger and stress, learning to have healthy, loving relationships, parenting classes on child development, and family life
- Develop a consortium of schools to provide services so students can relate to their own school while receiving comprehensive services
- Establish a community-wide task force (community involvement) and/or advisory committee
- Incorporate longitudinal data collection and student follow-up in program documentation
- Inservice all staff (not just academic, health, counseling, and administrative staff) who work with pregnant or parenting teens
- Use a case management approach to serve teen parents
- Provide successful and positive learning experiences
- Incorporate and/or link dropout prevention strategies to programs
- Network with community resources such as Department of Health and Social Services, YWCA, Parent Mentor Programs, JTPA, County Health Nurses

- Network and collaborate with Urban League, religious, and other community organizations
- Establish a peer rap group of teen parents to lead discussions or prevention strategies
- Develop trust between staff and students
- Develop commitment to program by students, their parents, and staff
- Develop peer support group that includes students who placed for adoption, chose abortion, kept child (i.e., provide balanced views, real life examples)
- Combine life skills with career planning curriculum
- Use available vocational testing resources (both on and off-site)
- Maintain accurate documentation and statistics to better support needs for funding
- Develop a transition program to postsecondary education and/or world of work
- Provide networking and advocacy with community agencies
- Encourage male staff involvement
- Develop a one-to-one pair with a community volunteer (including weekly group sessions and transportation)
- Develop a speakers' network of representations of community agencies and organizations
- Establish and maintain a staff network of community providers, hold monthly or bi-monthly meetings, and identify a person responsible to maintain network
- Develop a community mentor volunteer system with parent aides, nurses, tutors, UW-students (introducing a new person can be a problem, and needs good matches)
- Use newspapers and radio, free public service announcements and brochures to publicize available services
- Coordinate program with school nurse and guidance department
- Collaborate with concerned teachers including those having teen parents as students
- Discourage a punitive approach to services and programs
- Begin in elementary school with developing goals and life planning

- Develop ways to encourage nurturing relationships between grandparent and adolescent parent
- Once a week, initiate Parent Drop-In Centers with transportation, social activities, values clarification, skills development
- Combine school districts' programming to meet needs of dispersed rural population
- Develop consortium projects using Department of Public Instruction as funding source (e.g., combined JTPA and Carl Perkins)
- Utilize and network with the summer work experience JTPA programs
- Provide support counseling to postsecondary vocational technical education
- Provide transition support and guidance to students using postsecondary counselors for the application process
- Link child care and work programs with school attendance
- Request Department of Health and Human Services child custody training programs for staff (addressing both moms and dads)
- Use outside resources and guest speakers from the community such as counselors from shelters for physical and/or sexual abuse (e.g., Shelters for Battered Women)
- Establish an in-school staff support group
- Provide a workable facility that is inviting and comfortable where students feel safe
- Participate in Ad Hoc Groups to promote broader representation of group issues within the community
- Identify multiple funding sources
- Diversify program support
- Write legislators regarding funding and policy decisions
- Publicize the program to general public to raise awareness and educate the community about issues, barriers, and needs of teenage parents
- Be persistent both with students/clients and administration regarding program attendance and participation, follow-up, etc.
- Work as advocate for teens and linking agent with County Department of Health and Social Services for teens

TEEN BARRIERS

- Frequently victims of child sexual abuse, dysfunctional families, drug abuse
- Generational cycle of poverty and related psycho-social issues
- Stigmatized as "outcast" child or woman to punish teen for sexuality
- Onus of responsibility for pregnancy placed on teen woman rather than shared with male
- Lack of hope, future motivation, and personal empowerment
- Adolescence - a time between childhood and adulthood that is often unstable and confusing
- Lack of knowledge of choices for the future
- Lack of understanding of sex roles and socialization process
- Manipulaton often is used as a survival mechanism; need to encourage identification, clarification, and communication of needs
- Increasing numbers of younger teens who are pregnant or parenting (makes subsequent pregnancies more likely)
- Unrealistic expectations
- Little control of their lives
- Low self worth and self esteem
- Feelings of isolation
- Lack of family support
- Personal and family values and/or lifestyle are often self destructive
- Often teens experience loss of relationship after announcing pregnancy (i.e., grieving needs to be addressed)
- Fantasies of being rescued by the child's father (e.g., myth of Prince Charming)
- Rebellion towards authority
- Satisfaction with status quo (e.g., a "laissez-faire" attitude)
- Often unable to maintain healthy relationships

- Poor program attendance
- Low academic self-confidence
- Greatly influenced by peer and media pressure
- Unhealthy relationships with males
- Lack responsible sexual decision-making skills
- Poor contraceptive behaviors
- Frequent subsequent pregnancies
- Tendency to internalize problems and build negative thoughts and fears
- Avoidance and denial behaviors
- Don't identify self with problems or deny they have problems
- Lack of positive parenting skills leading to frequent child abuse
- Ineffective communication between grandparent and teen parent
- Parental apathy
- Fear of strangers caring for child
- Fear of losing AFDC or becoming AFDC dependent
- Lack support and accommodation by school
- Fatigue, illness, and absence during and after pregnancy
- Peer and/or partner pressure to have babies
- Lack of spiritual orientation or positive value system
- Dispersed programs in rural areas with small numbers
- Lack of transportation in rural areas
- Rural public transportation is often limited to daytime hours making it difficult to get to evening programs
- Increasing numbers of homeless and transient teen parents due to lack of stable home environment, frequent moves, or homelessness

- Confusing or mixed media messages regarding sexuality, relationships, and birth control creating double standards
- Often forced into early marriage (by family and/or society)
- Multiple and complex legal problems (e.g., evictions, custody, abuse, support, etc.)

TEEN NEEDS

- Crisis intervention counseling and/or referral for victims of physical, sexual, and emotional abuse
- Paternity established (provided safety of mother and child is not jeopardized)
- Funding for child care and/or certified child care providers
- Knowledge and effective use of contraception
- Instruction about health care (prenatal, parenting, well baby, nutrition, and pregnancy prevention)
- Life skills development including time, budgeting, family life
- Knoweldge of and sensitivity to potential for child abuse (physical, emotional, and sexual)
- Skills for making positive choices and for building on those choices
- Positive, healthy, loving family environment
- Recognition of significant others' responsibility, e.g., father of child
- Responsible sexual decision-making skills
- Healthy social outlets and support network
- Skills for setting goals and thinking about the future
- Realistic future expectations regarding lifestyle, career, and wages
- Work experience and employability skills
- Employment and job opportunities within the community

STRATEGIES FOR OVERCOMING BARRIERS AND NEEDS

- Encourage adults and community sharing responsibility for adolescent growth and development
- Involve teens in needs assessment and link with service coordinator
- Have grandparent and teen parent sign contract at beginning of program with expectations for program participation clearly stated
- Address the generational cycle of teen parents to build awareness of need to break the cycle of poverty
- Use a team approach (including social worker, school nurse, home economist, "in-home" parent educator)
- Include occasional parent participation at support meetings
- Increase students' knowledge of agency services provided within the community
- Develop curriculum modules based on specific needs of students
- Discuss sex roles and social double standards as part of the curriculum
- Provide accurate information on adoption and foster care (even after birth of child)
- Address impact of feeling different as result of pregnancy
- Help students identify a back-up child care system
- Identify individual survival needs
- Provide expanded career and vocational planning including Higher Wage Occupations
- Incorporate gender equity and assertive training
- Provide in-school day care and transportation
- Include a work experience module in program and provide employability skills for credit
- Maintain flexible scheduling
- Provide breaks during the school day
- Encourage father involvement (in separate or integrated groups), consider that girls are often inhibited with males present

- Provide food at social activities to motivate attendance
- Provide career guidance for teen fathers
- Develop positive, personal, one-to-one relationship with individual students
- Encourage students to join and participate in youth groups
- Encourage and support student attendance at conferences to expand their networks and experience
- Initiate a clothing exchange
- Locate community "sick child" facility in hospital with transportation provided
- Bring Women, Infant, and Children (WIC) program staff and public health nurse into classes
- Encourage academic schedules that allow for time conflicts (e.g., pregnancy increases the time needed to complete academic requirements for graduation)
- Have students schedule medical appointments after school
- Solicit commitment by individuals in community
- Provide information about careers early in pregnancy
- Provide a stable and safe learning environment

Teen Pregnancy and Parenting Programs: Inventory and Needs Assessment

Section B

Table of Contents

Conducting A Program Needs Assessment

What Is A Needs Assessment? B-2

Why Is A Needs Assessment Important? B-3

What About The Needs Assessment Process? B-3

A Pregnant and Parenting Teen Program Inventory
and Assessment Instrument B-4

Conducting A Program Needs Assessment

Before planning a program to educate and serve pregnant and parenting teens, a broad-based school and community assessment should be undertaken. Effective programming includes necessary components to empower young people to obtain economic self-sufficiency and build a satisfying life within their community. A program inventory and needs assessment is a critical tool for program planning.

The information and instrument presented here are intended to encourage program administrators, planners, and staff to conduct a program inventory and assessment in the context of program planning, at both the state and local level. Keep in mind that needs assessments are the foundation for establishing program activities. The following narrative offers a brief overview and explanation of the meaning and process of establishing program needs

What Is A Needs Assessment?

Needs are described as disparities that exist between the "ideal" state or situation and what actually exists. Program inventories and assessments are tools that identify gaps between what is and what should be or is desired. In the context of pregnant and parenting teen programs, the contrast is between the education-related services currently available to these youth and the education and support services they need to complete successfully their high school education and move forward to postsecondary education or the work world.

A needs assessment is the initial step in the educational planning process. Kaufman and English, experts in this field, provide an inclusive definition of needs assessment. They determined that needs assessment is a management tool that can:

- differentiate between means and ends,
- identify the difference between desired and current organizational achievement,
- determine the validity or usefulness of means currently used to achieve organizational goals,
- provide indicators or guidelines by which to redesign educational means, and
- serve as an organizational "sensor" to determine the needs for articulating new goals.

Why Is A Needs Assessment Important?

The time, effort, and resources invested in a needs assessment process determine the quality and utility of the results and ultimately affect the quality of the educational planning and actions which are based upon the results. A needs assessment can:

- determine the scope of education and support services needed by pregnant and parenting teens in relation to a successful school experience,
- identify pregnant and parenting teens in need of education and services and the population to be served,
- identify the resources and means, both in-school and out-of-school, available to implement and/or supplement education related services,
- be the basis for designing services to meet student needs,
- determine program staff resource and training needs to more effectively serve pregnant and parenting teens, and
- provide a structure for pregnant and parenting teen programs in the school and in the community.

The data obtained from a program inventory and assessment allows program administrators and planners at the state and local level to make credible decisions, design more relevant programs, and operate with a clearer sense of purpose.

What About The Needs Assessment Process?

No single instrument or strategy can achieve a comprehensive assessment of needs. Ideally, a combintation of assessment techniques will provide multiple perspectives on needs. Using data obtained from a student follow-up can also double as a needs assessment, if the survey allows for students to identify both program strengths and weaknesses as well as suggest solutions to problems identified.

Program assessment should be an on-going process. The education and support needs for pregnant and parenting teens will not remain constant over time. Education and training options available to them will change and, likewise, the factors that contribute to their successful participation in education.

A Pregnant and Parenting Teen Program Inventory and Assessment Instrument

The assessment instrument that follows is designed to identify teen parent program and staff needs from the perspective of a program administrator and/or staff. This represents one aspect of a comprehensive needs assessment. It draws on components that reflect an ideal program.

The Statewide Single Teen Parent Cadre of 1988 validated this instrument by completing an early vision of what is presented here. In the process, they provided valuable insights to the complexity of serving pregnant and parenting teens. Their contributions are gratefully recognized.

Steve Thompson	Franklin Middle School	Janesville
Andrea Hammann	Superior School District	Superior
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Julia Anson	UW-Stout	Menomonie
Dana Alder	DILHR	Madison
Barbara Barnard	DHSS	Madison
Barbara Kay	Adolescent Pregnancy Prevention Board	Madison
Barbara Bitters	Single Parent Program/DPI	Madison

Teen Pregnancy and Parenting Program
Inventory and Needs Assessment

Name: ____________________ Date: ____________________

Agency: ____

Address: ____
Street City Zip

Pregnant/Parent Program Title: ____________________

School ______ Community Organization ______ Other: Specify ____________

Total agency enrollment: ______ Percent pregnant/parenting teens ____________

Number enrolled ______ Females ______ Males ______

Program Funding Source: ________________________________

Program Structure

To increase success in learning and high school completion, teen parents need alternative programs to accommodate the changes they experience in their lives from pregnancy through parenting. Educational services for these youth are offered in various ways. The following items represent examples of program structures. Indicate the format of your program by checking the following items that apply.

_____Full-time special program
_____One class per day especially designed for teen parents
_____Half-day mainstreamed half day special program/courses
_____Self-paced individual instruction lab
_____Computer assisted instruction/lab
_____One-on-one instruction/support
_____Alternative school
_____Alternative curriculum
_____Mainstream
_____Homebound program
_____One-on-one counseling
Support group/class
  ____Meet one to two hours weekly
  ____Meet daily for one to two hours
_____Other, please describe: ____
____
____

Program Content

Programs for pregnant and parenting teens cover a variety of topics. Listed below are examples that fall within Life Skills, Career Development, and Academic Preparation. Indicate the content of your pregnancy and parenting course or program by checking the following items that apply.

Life Skills

_____Reponsible sexual decision making
_____AIDS education
_____Family planning
_____Family life
_____Descriptions of community resources
_____Pregnancy education (pre- and post-natal)
_____Child development
_____Parenting
_____Child abuse and neglect
_____Adoption
_____Selecting child care
_____Paternity - when and how to establish
_____Support network building
_____Health and nutrition
_____Women's issues (e.g., myths, changing societal demands, sex role socialization, work force participation)
_____Pregnancy prevention
_____Motivation
_____Self-esteem/self-concept development
_____Assertiveness/independence training
_____Stress management
_____Values clarification
_____Communication skills
_____Decision-making
_____Coping skills
_____Short term and long term goal setting

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_____Budgeting and time management (combining work and family)
_____Alcohol and other drug abuse
_____Domestic violence and protective behaviors
Fostering healthy relationships
  _____Parent/child
  _____Student/extended family
  _____Teen mom/teen dads
  _____Peers
  _____Teacher
  _____School
  _____Community
_____Other, please describe: ____
____
____

Career Development

_____Balancing family and career
_____Individual development plan (including goals and benchmarks)
_____Career planning
_____Education and employment for women including current issues affecting women in the workplace (e.g., sexual harassment, discrimination, pay and gender equity)
_____Higher wage occupations (e.g., non-traditional careers)
_____High technology and computer-related careers
_____Apprenticeship options
_____Labor market information
_____Vocational training
_____Job placement
_____Employability skills
_____Work experience
_____Job shadowing
_____Cooperative education
_____Other, please describe: ____
____
____

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Academic Preparation

_____Basic skills building/remediation (math/reading/writing/communication)
_____Organizational skills
_____Academics: Please specify
_____GED preparation
_____Study skills
_____Math and science (support and encouragement)
_____Culturally sensitive curriculum
_____Other, please describe: ____
____
____

Program Services

Pregnant and parenting teens require comprehensive services to help them effectively manage the demands of their school and family life. Indicate the services you provide to students in your program/course. Check all items that apply.

Personal

_____In-school health care center
_____Health services/nursing
_____Family planning counseling
_____Psychological nursing
_____Social services (advocacy and referral)
_____Home/school communication
_____Extended family meetings/grandparent program
_____Parent support
_____Personal guidance
_____Referral to community resources
_____Home/school communication
_____Day care
_____Child development center/parenting lab
_____Transportation to school
_____Transportation to day care
_____Outreach and recruitment
_____Academic counseling and guidance
_____Peer support group
_____Drug and alcohol counseling
_____Assessment and identification of individual needs
_____Coordination among programs within the school system
_____Other, please describe: ____
____
____

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Career

_____Assessment of skills and interests
_____Job placement
_____Career guidance
_____Vocational training
_____Counseling for technical and computer-related careers and enrollment in math and science courses
_____Work study program
_____Work experience
_____Mentoring system
_____Job shadowing
_____Career Resouce Center
_____School-business linkages
_____Other, Please describe: ____
____
____

Academic

_____Peer tutoring
_____Study methods
_____Computer assisted instruction
_____Coordination with science and math programs
_____Student assessment-interest, aptitude and attitudes
_____High school credit for alternative courses
_____Transition planning to include postsecondary education or training, employment, and integration into the community
_____Coordinated development of a academic program to meet separate needs of teen parents
_____Other, please describe; ____
____
____

Staff

Multiple staff are important to successful programs for pregnant and parenting teens. Indicate the type of staff working with students in your program/course. Check all items that apply.

School

_____Program administrator/coordinator
_____Program instructor
_____Academic staff
_____Vocational education staff
_____Community volunteers
_____Nurse
_____School social worker
_____Day care supervisor and staff
_____Counselor
_____Trained group facilitator
_____School psychologist
_____Other, please describe: ____
____
____

Community

_____Social worker
_____Community based organizations, please specify ______________________
____
_____Business community
_____Employment and training agencies
_____Religious/spiritual organizations
_____Other, please describe: ____
____
____

Program Barriers

Staff encounter multiple barriers to providing effective programs and services to pregnant and parenting teens. Check the following items that apply to your situation.

_____Lack of sufficient funding and commitment by school
_____Lack of working knowledge of funding standards and mandates (e.g., JTPA, Learnfare, Carl Perkins Vocational Act–Single Parent Set-a-Side, School Age Parent Program)
_____Ineffective and/or inflexible student attendance policy
_____Inadequate time to work with and monitor student progress
_____Poor parental support
_____Influence of community special interest groups
_____Lack of adequate and appropriate facility for program
_____Teen parents not qualifying for school program
_____Inadequate staff and FTE
_____Course content is not relevant to student
_____Racial bias
_____Indifferent of poor school atmosphere
_____Lack of support to expand program in order to meet the needs of students
_____No support for in-school day care
_____Lack of time for regular meetings with staff providing services to pregnant/parenting students
_____Lack of opportunity/strategy to update key people regarding programming issues and concerns
_____Lack of strategy and resouces for teen father involvement
_____Lack of sense of responsibility by administration and/or school board
_____Small and widely dispersed number of students in district needing program and/or services (e.g., rural programs)
_____Time and resource constraints to continuing support services to students who have returned to regular education program
_____Lack of resources, staff, time, and expertise, for working with emotionally disturbed students
_____Lack of understanding concerning cultural and/or socio-economic differences between staff and students
_____Short-term funding does not allow for long-range planning
_____Constraints of teachers' union
_____Other, please describe: ____
____
____

Major Issues Working With Pregnant and Parenting Teens

Multiple issues confront staff working with pregnant and parenting teens. Identify the major issues you see in working with these students in your school or program. Check the following items that apply.

_____Little or no family support system
_____Lack of sufficient staff
_____Increasingly younger teen parent population
_____Expectations of outside groups do not fully address students' most critical needs
_____Lack of teen father involvement/participation
_____Teen mothers having their own needs for being parented as adolescents (e.g., love, nurturing, and guidance)
_____Postsecondary education and/or training not a priority
_____Cultural differences
_____Little or no family support system
_____Negative public opinion of teen parents and the program
_____Students not feeling well or being tired
_____Outreach–identifying and getting students into the program
_____Physical, emotional, and sexual abuse of students
_____Alcohol and other drug abuse by student and family members
_____Student credit deficiencies creating feelings of futility (including educational system inflexibility)
_____Parenting demands on students
_____Lack of staff time to meet all responsibilities
_____Breaking through student attitudinal barriers toward education and/or program
_____Colleague stigma of program staff of being "too supportive" of students
_____Colleagues and community members' punitive attitude toward students with respect to their sexuality
_____Availability of transportation for student
_____Special education needs of student (i.e., emotional disturbances, learning disabilities, mental retardation, and behavior disorders)
_____Student's low level of basic skills
_____Unreliable child care
_____Increased family problems upon birth of child (e.g., conflict and control issues between grandparents and teen parents over child

(continued on next page)

_____Student absenteeism

_____Student retention in program

_____Parents (grandparents) undermining program objectives

_____Teen fathers undermining program objectives

_____Students encouraged to drop out of school and obtain a GED

_____Other, please describe: ____

____

____

Types Of Support Or Resources For Serving Pregnant and Parenting Teens

Program staff need a variety of resouces and support in their work with pregnant and parenting teens. Indicate the type of support you have available, use, or for which you have a need to effectively serve your students. Check the following items that apply.

	Have	Use	Need
Community coordinator/liaison			
Program staff training and inservice			
School district staff inservice/development			
Support staff: counselor			
nurse			
course content specialists			
group facilitator			
social workers			
Stable funding source			
Stipends for grandparents and teen parent to attend parenting classes			
Coordination between Department of Health and Social Services and the Visiting Nurse Association regarding City/County Health Services			
Top level administration support			
School board support			
Public relations initiatives including media to promote educational services			
District vocational cooperative education support and involvement			
Interest and concern from local business and industry			
Donations of infant/child clothes and equipment			
Cooperation of staff in academic programs			
Cooperation of staff in vocational programs			
Grant writer			
Cadre, workshop, and networking opportunities and time and funding			
Community volunteers			
Adequate and appropriate facility			
Grandparent support			
Data collection system for program improvement and expansion			

Other, please describe: ______________________________

____

____

Staff Training Needs

Staff often express their need for comprehensive skills to work with pregnant and parenting teens. Indicate the type(s) of training/updating you and other program staff need as well as training you have had already.

	Have Had	Need/Update
Personal		
Abuse and neglect advocacy training		
Health education		
Adolescent development training		
Child development		
Training to teach parenting skills		
Compromising and negotiation skills		
Understanding the dynamics and/or dysfunctional nature of students' lives		
Skills to empower and enable		
Alcohol and other drug abuse training		
Knowledge of healthy interpsonal relationship building		
Responsible sexual decision-making strategies		
Pregnancy prevention and birth control methods		
Family planning		
AIDS education		
School-related		
Counseling skills		
Group facilitating skills for managing support groups		
Career planning/development skills		
Needs of at-risk students and dropout prevention strategies		
Team teaching skills		
Skills in using a M-team approach		
Knowledge and understanding of culturally different and/or disadvantaged populations		
Sociology		
Psychology		
Human relations		
Verbal and written communication skills		
Grant writing skills		
Skills to work with grandparents		
Education for employment initiatives		
Understanding of the Job Training Partnership Act		
Skills for working with emotionally disturbed students		

(continued on next page)

Community	Have Had	Need/Update
Knowledge of legal issues concerning teen parents		
Networking skills		
Knowledge of community resources and agencies		
Knowledge of how to develop and maintain a referral system		
Outreach skills		
Knowledge of other programs serving teen parents		

Other, please describe: ______________________________

____

____

Curriculum

The following list represents curriculum concepts that relate to pregnant and parenting students skill development. For each concept, please check whether you have curriculum and/or need curriculum. In the space provided please add concepts not included in this list.

Concept	Have	Need
Self-esteem building		
Personal empowerment		
Self image and projection		
Basic skills		
Alcohol and other drug awareness		
Personal goal setting		
Values clarification		
Communication and assertiveness		
Family and interpersonal relationships		
Pregnancy prevention and family planning		
AIDS education		
Birth control methods		
Sexual abuse		
Physical abuse and protective behaviors		
Health and wellness (emotional and physical)		
Life-style choices and roles		
Adoption		
Paternity		
Decision-making		
Short and long term goal setting		
Motivation		
Money management		
Time management		
Child development		
Parenting		
Student assessment (interests, aptitudes and attitudes)		
Work experience and job shadowing		
Occupational decision-making and career choices		
Career goals and plans		
Matching skills and interests		
Exploring occupational training		
Exploring postsecondary education		
Nontraditional/higher wage occupations		
Realities and myths of women in the work force		
Current issues affecting work force participation (e.g., sexual harassment, health, discrimination)		

(continued on next page)

Concept	Have	Need
New and emerging occupations		
High technology and computer-related occupations		
Labor market information		
Domestic violence		
Basic skills building		
Community resources		
Nutrition		

Culture specific or multi-cultural related activities, please describe: ______________________

____

____

Other, please describe: ____

____

____

Curriculum Activities And Methods

Pregnant and parenting teens are at-risk students who may need special learning strategies. Identify the curriculum activities and methods which you use to enhance student learning. Check the following examples that apply.

_____Low pupil/teacher ratio
_____One-on-one
_____Job shadowing
_____Support groups
_____Work experience
_____Hands-on classroom activities
_____Positive role models
_____Small group activities
_____Active classroom participation
_____Discussion format
_____Vignettes and discussion
_____Critical thinking
_____Guest speakers
_____Supportive learning environment
_____Audiovisuals
_____Student video development
_____Computer assisted instruction
_____Parent-child activities
_____Mentors
_____Peer tutors
_____Peer teaching
_____Individualized instruction
_____Field trips
_____Student organizations
_____Match of teaching to learning styles
_____Frequent academic assessment and intervention
_____Long distance learning
_____Short-term attainable academic goals
_____Team teaching (including community and business people
_____Instruction at level and pace of individual student
_____Course content is relevant to individual student
_____Orient schooling to world of work
_____Orient student toward success (positive overtones, realistic, attainable goals, immediate feedback, emphasis on improving self-esteem)
_____Other, please describe: ____
____
____

Methods For Introducing Higher Wage Occupations

Nontraditional/higher wage occupations provide students with career options that enhance their economic self-sufficiency and lead to a more satisfying life style. Identify the ways you present information on nontraditional/higher wage occupations to pregnant and parenting teens. Check the following examples that apply.

_____Positive role models
_____Speakers and panels of women in nontraditional occupations
_____Tours of work places that employ nontraditional employees
_____Individual interviews of women in nontraditional occupations
_____Workshops and conferences on nontraditional careers
_____Job shadowing
_____Comparison of desired life-style and projected expenses to traditional and nontraditional occupations and salary estimates
_____Field trips to business and industry
_____Career information systems
_____Provide comparisons about low-paying and high-paying jobs
_____Integrate local and national labor market information including projections and occupations
_____Field trips to local vocational/technical colleges and universities
_____Frequent contact and follow-up with vocational/technical college and univesity counselors and recruiters
_____Discuss school-to-work transition issues
_____Provide day-long job-site work experience in multiple settings to offer a variety of work exposure
_____Other, please describe:____
____

Crises Situations

Experience suggests that a variety of situations create crises in the life of pregnant and parenting teens. Indicate those types of situations reported and/or experienced by students in your program by checking the following examples that apply.

_____Alcohol and other drug addition involving parent(s)
_____Alcohol and other drug addiction involving teen parent
_____Family fights/domestic violence
_____Sexual abuse of teen parent
_____Sexual abuse of child
_____Physical abuse of teen parent
_____Physical abuse of child
_____Crime and violence in neighborhood
_____Gang activities
_____Financial difficulties
_____Parental divorce/separation
_____Lack of parental guidance
_____Non-permanent living arrangements
_____Kicked out of home
_____Emotionally disturbed parents
_____Emotionally disturbed teen parent
_____Step-parent relations;hip problems
_____Parent(s) trying for custody of teen parent's child
_____Other, please describe: ____

Family And Relationship Issues

Often pregnant and parenting teens experience dysfunctional relationships which create additional stress in their lives. Indicate the types of relationship problems encountered by the students in your program by checking the following examples that apply.

_____Competition between mother and daughter
_____Lack of or ineffective communication skills
_____Boyfriend/teen father physically and verbally abusive when angry
_____Inability to get along with friends, boyfriends, parents, teachers, employers and co-workers
_____Lack of commitment and responsibility of teen father
_____Parents wanting to control teen parent's life and make decisions and plans for her child
_____Little or no contact with own (teen parent) father
_____Relationship with teen father ends after pregnancy
_____Lack of understanding between love and sex
_____Inability to confront others for ones own good
_____Teacher prejudices
_____Living in overcrowded conditions
_____Parental lack of interest in teen parent
_____Inappropriate parental discipline of teen parent
_____Lack of responsible assertive communication skills
_____Other, please describe: ____

____

____

Services To Teen Fathers

Reaching out to teen fathers can be a difficult and complex task. Identify the services and programming you offer to teen fathers by checking the following items that apply.

_____Support group
_____Counseling
_____Parenting classes
_____Child birth classes
_____Job placement
_____Work experience program (in-school and/or in the community)
_____Support group conducted by former teen fathers trained as group facilitators
_____Job training
_____Basic study skills
_____Decision-making skills and practive
_____Life/career planning
_____Same program/services as available to teen moms
_____Tours of business and industry
_____Tours of postsecondary schools
_____One-on-one assistance
_____Motivation program
_____Healthy and positive male images and role models
_____On mailing list for the program's monthly newsletter
_____Pregnancy prevention education
_____Support group
_____Many of the teen fathers are not enrolled in school
_____Responsible sexual decision-making strategies and practices
_____Peer group
_____Pregnancy prevention methods and family planning
_____AIDS education
_____Job shadowing
_____Mentoring
_____Linking to community-based services and programs
_____Male counseling and support staff
_____Other, please describe: ____

____

____

Program Linkages And Networking

Successful teen parent programs use multiple resources and agencies including education and social services. Indicate your program linkages and the services you provide by checking the following items that apply.

Education

Local

_____Single Parent/Homemaker Program
_____School Age Parent Program
_____Carl Perkins Act funded Single Parent Program
_____Locally funded single parent program
_____In-school day care program
_____Pupil services
_____Counselors
_____At-risk program
_____Student services team
_____Social worker
_____Guidance department
_____Academic programs
_____Sex education
_____Pregnancy prevention (junior and secondary levels)
_____Home economics
_____Education for Employment
_____Vocational education
_____Local Vocational Education Coordinator (LVEC)
_____Principal
_____Assistant principals (attendance concerns) partnership projects
_____School board
_____Other, please describe: ____
____
____

Job Training And Partnership Act

_____Career guidance
_____Job readiness
_____Job exploration

(continued on next page)

_____Job skills
_____Work experience
_____Child care
_____Other, please describe: ____
____
____

Vocational, Technical and Adult Education

_____Assessment
_____General Equivalency Diploma (GED)
_____Career guidance
_____Job readiness
_____Job exploration
_____Health centers
_____Parenting classes
_____Childbirth classes
_____Prenatal/maternal care
_____Family enrichment program
_____Prevention information
_____Contraception, choices, etc.
_____Testing and referral
_____Workshops for classes
_____University of Wisconsin-Vocational Studies Center
_____University of Wisconsin Extension
_____University of Wisconsin System Centers
_____Other, please describe: ____
____
____

Department Of Health And Social Services

_____Women, Infant and Children Program
_____Single parent social worker
_____Office of Child Support - paternity counseling and referral
_____Public Health Department
_____Maternal Child Nutrition Council
_____County Health Department
_____Maternal and child health grants
_____Health care facilities

(continued on next page)

_____Sick child clinic
_____Free clinic
_____Teen clinic
_____Mental health clinic
_____Rural infant health program
_____Respite care
_____Indian child welfare program
_____Alcohol and other drug abuse programs
_____Aid to Families with Dependent Children (AFDC)
_____Domestic abuse programs
_____Inter-tribal council
_____Migrant health clinics
_____Agencies for Afro-American clients
_____Agencies for American Indian clients
_____Agencies for Spanish speaking clients
_____Agencies for Southeast Asian clients
_____Agencies for handicapped clients
_____Other, please describe: ____
____
____

Community

_____Local Pregnancy Task Force (a network of agencies including adoption services, hospital nursing staff, social workers, school personnel, etc. to focus on teenage pregnancy prevention and single parent services)
_____Day care facilities
_____Planned Parenthood
_____Adoption Information Service
_____Pregnancy Helpline
_____Pregnancy Healthline
_____Teen Parent Support Group
_____Teen Crisis Centers
_____Teen Rap Line
_____Teen Nurturing Program
_____Community-based Mentor Programs
_____Community-based Teen Parent Programs
_____Community-based Social Service Programs

(continued on next page)

_____Women Reaching Women Project
_____Local coalition of agencies and other service providers
_____Parents Anonymous
_____Parental stress line
_____Alcoholics Anonymous/Alanon, etc.
_____Alcohol and Other Drug Community Programs
_____American Indian Tribal Council and related agencies
_____Mexican-American Legal Defense Fund
_____Southeast Asian Consumer Agencies
_____Urban League
_____Elderly Programs - used as instructors in parenting classes and cultural activities
_____Council on Community Agencies
_____Children's Service Society
_____Private Industry Council
_____Local business for job skills, work experience, advisory committees
_____Local civic organizations
_____Local Women's Employment and Training Organization
_____Community Volunteers
_____Guest speakers from different agencies
_____Girl Scouts
_____Boy Scouts
_____Jaycees
_____Joint Apprenticeship Committee
_____Religious or spiritual organizations
_____Families as volunteer support groups
_____Local press and other media agencies
_____Wisconsin Alliance Concerned With School Age Parents
_____National Organization on Adolescent Pregnancy and Parenting
_____Children's Defense Fund
_____Wider Opportunities for Women
_____Other, please describe: ____
____
____

Teen Pregnancy and Parenting Programs: A Catalog of Resources

Section C

Table of Contents

Introduction C-2

Annotated Publications

Current Research And Theory On Teenage Pregnancy And Parenting C-3

Current Issues Concerning Women And The Workforce C-8

Educational Methods For Career Planning C-11

Educational Methods For Working With Teen Parents C-13

Educational And Social Issues Concerning Minorities C-15

Guidelines For Problem Pregnancy Centers C-17

Self Help For Teen Parents C-18

Self Help For Women's Professional Development C-19

Parenting Teenagers C-20

Personal Growth C-21

Recommended Reading Bibliography C-22

Software Annotations C-32

Educational Videos Description C-43

Slides And Filmstrips Descriptions C-64

Introduction to the Catalog of Resources

An ever growing body of resources are available to educators planning programs and working with teen parents. Program planners and operators face a major task to be aware of current relevant publications and materials. This document resulted from three years of collecting resources for a statewide project in Wisconsin to develop educational materials for teen parent programs and from working with staff who plan programs and serve these students. Many sources contributed to the information presented here. In reality, this is a beginning from which to expand personal awareness and broaden individual thinking–all of which impact on the programs and services which teen parents receive.

ANNOTATED PUBLICATIONS

Current Research and Theory on Teenage Pregnancy and Parenting

Barnett, Rosalind C. and Baruch, Grace K., Mothers' Participation in Child Care: Patterns and Consequences, Paper No. 137, Wellesley College, Center for Research on Women, Wellesley, MA 02181, 1984.

> The consequences of the mothers' participations in child care on 160 Caucasian middle-class fathers and mothers were examined in an interview study of parents of kindergarten and fourth grade children. In half of the families, mothers were employed. Three forms of mothers' participation were examined in relation to two categories of consequences: role strain and well-being. Role-strain referred to immediate and specific problems such as time and energy constraints and role conflicts. Well-being items assessed self-esteem, life satisfaction, and quality of experience in the parental and marital roles. Analyses were conducted for the sample as a whole, and separately for families with employed and nonemployed mothers.

Adolescent Family Life Demonstration Projects: Program and Evaluation Summaries, The, U.S. Department of Health and Social Services, Public Health Service, Office of Population Affairs, January 1987.

> This guide is a compilation of summaries of 85 demonstration projects funded under the Adolescent Family Life Program (AFL). The AFL approach emphasizes family involvement; assisting parents to be the primary sex educators of their children; postponement of premature sexual activity; adoption as a positive alternative to early parenting; and comprehensive health, education, and social services designed to help the mother to have a healthy baby and to improve subsequent life prospects for both infant and mother. The summaries are categorized by state according to the kind of services provided: care, prevention, or a combination of both.

Chilman, C., Adolescent Sexuality in a Changing American Society: Social and Psychological Perspectives for the Human Services Professions, John Wiley & Sons, New York, NY, 1983.

> This book contains 10 chapters providing a foundation of knowledge and theory concerning such topics as adolescent growth, recent societal trends affecting adolescent sexual attitudes and behaviors, development of sexuality from infancy through the teenage years, factors associated with early intercourse and contraceptive use, and the so-called causes and consequences of adolescent childbearing. Other chapters are concerned with professional practice with adolescents and their families, such topics as sexuality education and counseling, family planning services for young people, comprehensive programs for pregnant and parenting adolescents, and implications of research for public policies. The final chapter is case illustrations of many of the different ways individual adolescents feel and behave in respect to their developing sexuality.

Family and Adolescent Pregnancy,The, U.S. Department of Health and Human Services, Office of Population Affairs, 1987.

This fact sheet reports research findings on the influence of family relationships on adolescent sexual behavior, pregnancy, and parenting. Studies summarized include the topic areas of family structure, intergenerational influences, family relationships, parental communication regarding sexual matters, and family support for adolescent parents.

Furstenberg, F., Jr., Unplanned Parenthood: The Social Consequences of Teenage Childbearing, The Free Press, New York, NY, 1976.

This is a longitudinal study of the effects of adolescent parenthood on the lives of young women in Baltimore. The foci are the impacts of early pregnancy on the young mother, in terms of decision to marry, further childbearing, schooling, economic career, and adaptation to parenthood. Finally, it includes directions of social policy concerning teenage parents.

Furstenberg, F., Jr., Brooks-Gunn, J. and Morgan, S., Adolescent Mothers: In Later Life, Cambridge University Press, New York, NY, 1987.

This is the first longitudinal study on the impact of teenage pregnancy in later life. This is based on a 17-year follow-up study of adolescent mothers from Baltimore since 1966. This volume reports on how well the young mothers were doing as they entered their thirties and on the situation of their children as they entered their middle teens. The chapters include: a profile of adolescent mothers; conditions that affect the adaptation of early childbearers in adulthood; the situation of the relations of mothers to the circumstances of their children; the intersection between the mothers' and children's lives; and finally, reviewing the findings in light of a series of ongoing policy debates about appropriate strategies for dealing with the problem of adolescent fertility.

Garfunkel, I. and McLanahan, S., Single Mothers and Their Children: A New American Dilemma, The Urban Institute Press, Washington, D.C., 1986.

This book assesses the impact and significance of the changes in domestic policy that have occurred under the Reagan administration and analyzes the critical economic and social issues facing the nation during the 1980s and beyond. This includes problems of mother-only families, the increase in the number of mother-only families during 1940-83, a review of American welfare policy from colonial era to 1980, the Reagan policy initiatives and estimates of their effects, and summary and recommendations.

Jensen, L., and Kington, M., Parenting, Holt, Rinehart and Winston, New York, NY, 1986.

This text-style book has six parts. Part I reviews some of the major historical and contemporary views of children and some of the most frequently cited parenting research. Part II introduces four of the main theoretical orientations present in child development texts: psychoanalytic, behavioral, cognitive development, and phenomenological theories. Part III explores a practical approach to successful parenting based on historical, theoretical, research, and writers' own experimental ideas. Part IV introduces some of the major approaches to child discipline, behavior change, problem solving, and modeling and identification. Part V includes special situations which require additional insights, such as infancy and early development; handicapped, hyperactive, and mentally and emotionally hindered children; and emotional crises. Finally, Part VI deals with parenting of the "less traditional" family units, such as single-parent, teenage-parent, stepparent, and foster-parent.

Lancaster, J. and Hamburg, B., eds., School-Age Pregnancy & Parenthood: Biosocial Dimensions, Aldine de Gruyter, Hawthorne, NY, 1986.

This book includes the life cycle and biological development; emotional, cognitive, and sexual development of adolescent; historical and cultural comparisons on adolescent pregnancy; the economic impact of school-age child rearing; and child abuse.

Marx, Fern, The Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature, Paper No. 174, Wellesley College, Center for Research on Women, Wellesley, MA 02181, 1987.

The assumption underlying the need for adolescent parent programs, in general, is that if a young mother is to improve her prospects, it is essential that she continue her education, vocational training, or work experience, and delay subsequent births. It is felt, by many in the field, that a major obstacle faced by young parents trying to complete their education/vocational training or trying to gain work experience is the lack of appropriate, acceptable, and affordable care for their children during the time they are at school, work, or in training programs. While some adolescent parents do have child care available within their family network, it has been reported that a significant number of young parents must drop out of school, training, or work because this service is either unavailable, unacceptable, or too costly. This publication reviewed literature which supports the need for day care and other services to young parents.

Newman, B. and Newman, P., Adolescent Development, Merrill Publishing Company, Columbus, OH, 1986.

> This book focuses on three dominant themes. The first one is the rapid achievement of new competencies, including physical, sexual, intellectual, emotional, and social development. Social contexts are presented and discussed including the family, neighborhood, work environment, high school, and college contexts by introducing cross-cultural comparisons of adolescent life experiences. Final theme is mechanisms for adaptation and growth that are apparent as adolescents attempt to cope with life challenges.

Ooms, T., ed., Teenage Pregnancy in a Family Context: Implications For Policy, Temple University Press, Philadelphia, PA, 1981.

> This book focuses on the range of policies concerned with teenage pregnancy, from those aimed at prevention, such as sex education and family planning programs, to those providing health care, economic support, and social services to the pregnant adolescent and young parent. The main emphasis is to help make policies more sensitive to families, on the basis that adolescents can best be understood, and served, within their family context. It contains a chapter on black and Hispanic teenage pregnancy.

Sugar, Max, Adolescent Parenthood, Spectrum Publications, Inc., 175-20 Wexford Terrace, Jamaica, NY 11432, 1984.

> This book looks at the large extended family and social and cultural groups that are affected by, and affect, young adolescent females and males who become mothers and fathers. The four sections in this book deal with this interaction, the infant and its developmental risks, some current programs for adolescent parents, and the implications for programs.

Summary: Adolescent Family Life Prevention Curricula, Family Life Information Exchange, PO Box 10716, Rockville, MD 20850, May 1987.

> Summaries and contact information for 16 teenage pregnancy prevention curricula being taught throughout the United States are included here. The curricula are concerned with family communication and promoting the prevention of adolescent sexual activity and pregnancy with a major emphasis on value based instruction.

Summary: Adolescent Family Life Research Projects, Family Life Information Exchange, PO Box 10716, Rockville, MD 20850, May 1987.

> This document presents 38 summaries of research projects organized into the following categories: adolescent sexual behavior, adoption, adolescent pregnancy services, and adolescent pregnancy and parenting.

Teen Pregnancy Prevention Fact Sheet Series, SHARE Resource Center, PO Box 2309, Rockville, MD 20852.

This continuing series of [illegible] page fact sheets provides general information and listings of publications and resources for further information on the following areas: The SHARE Resource Center, federal and nonfederal information sources, volunteering, mentoring, child support enforcement, teen pregnancy prevention, finding statistical information, nutrition, parent/child communication, adolescent health and pregnancy, day care, acquired immune deficiency syndrome (AIDS), male responsibility, planning prevention programs, parenting, and the national scope of case management.

Teenage Pregnancy and Fertility in the United States: 1970, 1974, 1980: Regional and State Variation and Unintended Fertility, U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control, Division of Reproductive Health, Program Evaluation Branch, Atlanta, GA 30333, August 1987.

This is an updated version of a report issued in 1978 which analyzed data on teenage fertility for the years 1960, 1970, and 1974. This report documents changes in teenage fertility from 1974 to 1980 and describes the epidemiology of teenage fertility (live births) in the United States and each Health and Human Services Region and State by age, race, and marital status for the years 1970, 1974, and 1980. Pregnancy (live births plus induced abortions), fertility rates for sexually active teens, and estimates of intended and unintended teenage fertility are provided for the years 1974 and 1980.

Trends: Adolescent Pregnancy, Abortion, and Childbearing, Family Life Information Exchange, PO Box 10716, Rockville, MD 20850, May 1987.

This document presents data on sexual activity among adolescent girls and the rates of pregnancy, abortion, and childbearing in this population. Statistical tables are presented with breakdowns in data for blacks vs whites and for younger adolescents (under age 15) vs older adolescents (age 15-19).

Current Issues Concerning Women And The Workforce

Beating the Numbers, A Woman's Math Careers Program Handbook, US Education Dept., Education Development Center, 55 Chapel Street, Newton, MA 02160, 1980.

> Subtle discrimination in education has resulted from stereotyped assumptions about appropriate study areas for men and women. As a result, many women have not pursued important basic studies in mathematics and have been unable to compete in a job market where mathematical skills are the key factor in an increasing number of occupational areas. This publication covers the development of a program aimed at helping undereducated and underemployed women overcome mathematical deficiencies.

Burden, D. and Gottlieb, N., eds., The Woman Client: Providing Human Services in a Changing World, Tavistock Publications, New York, NY, 1987.

> The primary purpose of this book is to provide grounded content on women for the education of social workers and other mental health professionals. It includes chapters on the core curriculum mandated for all social work programs; intervention strategies for direct and indirect services; specific problems such as health, mental health, alcohol and drug, and criminal justice system; and specialization by population group such as adolescent, women in the new family, and older women.

England, P. and Farkas, G., Households, Employment, and Gender, Aldine de Gruyter, New York, NY, 1986.

> This book is about changes and continuities in households, in employment, and in gender differentiation since the 1950s. Chapter 1 summarizes the remarkable changes that have occurred in the postwar period - as well as some striking continuities. Chapter 2 presents a conceptual framework for understanding these relationships and their evolution. Section II considers life within households, with examining changes between the 1950s and the 1980s. Section III discusses employment, gender roles and changes. One chapter explores the properties of the employment relationship, and the other examines differences between male and female employment experiences, and changes in these differences between the 1950s and the 1980s. The last section takes a brief look to see what the coming decades will bring in households, employment, and gender, with conclusion of outlining some issues that must be addressed.

Federal Offices that Address Women's Issues, National Advisory Council on Women's Educational Programs, Suite 4076, 330 C Street, SW, Washington, DC 20202, May 1988.

> This directory lists the federal agencies and offices that address women's issues, such as policies or employment opportunities.

Gelpi, B., et. al., eds., Women and Poverty, The University of Chicago Press, Chicago, IL, 1986.

> This book deals with several aspects of women's poverty, such as public welfare, female-headed families, wage-earning women and economic transformation, unemployment compensation, comparable worth, the patriarchal relation of the Reagan State, and political consequences of economic marginality. One article analyzes the ways in which the implementation of socialist theory has benefited Cuba's working women and the ways in which it has preserved their inequality and perpetuated their personal dependence on men.

Gutek, B. and Larwood, L., Women's Career Development, SAGE, Newbury Park, CA, 1987.

> This book includes theoretical and empirical research on women's career development. It analyzes a sample of female professionals in the light of how gender relates to the professional. Examples of empirical studies are included such as comparing predictions of two competing theories in relation to family roles - role conflict and role accumulation. The last chapter specifies concepts necessary to develop a theory of women's career development, career preparation, the opportunities available in society, the influence of marriage, the influence of pregnancy and children, and timing and age.

Hard Hats, Boots and Goggles--Jobs that Pay, Center for Women's Services, Ellsworth Hall, Western Michigan University, Kalamazoo, MI 49008-3899, July 1986.

> This book is for all who seek to improve the economic condition of women in America. It is about women who have picked jobs usually held by men. Section I contains ten profiles of women in nontraditional jobs. Section II tells why women benefit from jobs usually held by men. Section III lists ways to find nontraditional jobs. Section IV provides resources for counselors and employers.

Larwood, L., Strombery, A. and Gutek, B., eds., Women and Work: An Annual Review, Vol. 1, Sage Publications, Beverly Hills, CA, 1985.

> Economic equality over the past 20 years in the United States has been approached by identifying both persistent patterns and striking changes in labor force participation, labor force attachment, occupational segregation, earnings differentials between men and women, and the allocation of time between household and market work. Three current views of earnings differentials are presented - human capital view, discrimination, and affirmative action. Other topics are the work and family linkage; sex segregation in American higher education; women and the exercise of power in organizations; and federal job training policy and economically disadvantaged women.

Lefkowitz, R. and Withorn, A., eds., For Crying Out Loud: Women and Poverty in the United States, The Pilgrim Press, New York, NY, 1986.

The book is organized into four parts. The first section presents different perspectives on the notion of the "feminization of poverty." The second section presents some of the differing ways in which women actually experience poverty. Here it insists on the need to understand the special circumstances of women of color, older women, and teenage mothers. The third section deals with the social reality of poverty, such topics as bureaucratic processes, policy decisions, and social stigma of the social welfare system. The final section suggests the strategies for changes, such as expansion of the role of the state, pay equity, and community education.

Lenz, E. and Myerhoff, B., The Feminization of America: How Women's Values are Changing Our Public and Private Lives, Jeremy P. Tarcher, Inc., Los Angeles, CA, 1977.

The subject of this book covers women's friendships, women's culture, and changes now occurring in American life as a result of women's transition from their domestic world to the public world of business, industry, and the profession. As changes, it includes humanizing workplace, reshaping the family, feminizing health care, searching a new spirituality, revitalizing the arts, and protecting life.

Schaef, A., Women's Reality: An Emerging Female System in a White Male Society, New York, Harper & Row, Publishers, New York, NY, 1985.

This book validates and confirms femaleness in the white male system. It reveals several topics in the white male system, in order to liberate women from oppression, such as the myths of the white male system and male/female relationships in the white male system. It presents the female system and new ways of looking at our culture.

Educational Methods For Career Planning

Bissonnette-Lamendella, Denise and Pimentel, Richard, Performance Based Placement Manual, Milt Wright & Associates, 17624 Romar St., Northridge, CA 91325-1421, 1984.

> The need to educate an individual who is seeking employment in job search skills and assisting the individual in obtaining suitable and gainful employment has made the role of the job developer an increasingly important factor in the training and employment field. With the increasing need for the services of the job developer and the simultaneous reduction of available funds for these services, the time pressures in this growing profession continue to multiply. The purpose of this manual is to provide information and guidelines to the job developer which can be utilized for more effective performance in providing job development services to the applicant.

Freeing Ourselves--Removing Internal Barriers to Equality, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160, 1982.

> The subject of this manual, and the coinciding workshop, is the internal psychological barriers by which, because of the socialization process, women use sex-role stereotypes to impede their own educational and career development. Didactic and experiential techniques help train participants to make more free choices. There are four parts to the manual. Part 1 is for the workshop administrator. Parts 2 and 3 are for workshop leaders. Part 4 is for workshop participants.

Hendrickson, Henry, Work Experience Handbook, Bull. No. 6423, Wisconsin Department of Public Instruction, 125 S. Webster St., PO Box 7841, Madison, WI 53707-7841, 1986.

> Work experience programs are a very valuable and valid component of our secondary schools. Direct community participation in public school instruction affords numerous hands-on and practical experiences for students with special needs. However, the complexity of this school/community relationship requires special school techniques and personnel preparation. This instructional manual has been designed to help work experience coordinators meet these diverse demands.

Mortier, Ann, Curriculum Manual for Career Planning, WisCom Curriculum System, Fox Valley Technical Institute, 1825 North Bluemound Dr., PO Box 2277, Appleton, WI 54913-2277.

> This manual is designed for offering a seminar at the high school level in career planning. It is meant to help high school students discover how to match their personal needs and expectations with satisfying career options. Career topics include personal assessment, occupational exploration, and goal-setting and decision-making skills. Individualized counseling and interest inventories are included.

Norwood, Vera, How Women Find Jobs: A Guide for Workshop Leaders, Education Development Center, 55 Chapel St., Newton, MA 02160, 1979.

Although there are many good books available on looking for jobs, reading a book will not provide the emotional support and self-discipline that a job seeker may need. A group of job seekers can provide this support, though. Besides providing support, this group also makes its message to this individual much more specialized. This manual has been developed with this group approach in mind.

Skills Training for Employment Potential, Texas Tech University, College of Home Economics, Box 4170, Lubbock, TX 79409-4170, June 1986.

The major purpose of this manual is to assist project directors in helping single parents and homemakers who are located in a rural economically depressed area to obtain marketable skills. The principle objectives are: 1) explore and develop methods to provide skills training; 2) explore entrepreneurship ideas and develop skills that complement vocational aptitudes; 3) evaluate and select appropriate techniques for training; 4) develop training strategies for vocational assessment, career or job exploration, goal setting, resume writing, and job interviewing; 5) develop strategies for self-improvement; and 6) improve home management and child care skills.

Educational Methods For Working With Teen Parents

Barre, Linda and Monserrat, Catherine, Working with Childbearing Adolescents, Kidsrights, 3700 Progress Boulevard, Mount Dora, FL 32757, (800) 892-KIDS and (904) 483-1100.

> A 150 page, revised spiral-bound book for adults who work with childbearing adolescents. Chapter on developing a program for teenage parents, as well as implications of adolescent childbearing, intervention strategies, sources for free and inexpensive materials, charts and diagrams. Also includes complete lesson plans to accompany Teenage Pregnancy: A New Beginning.

Canfield, J. and Wells, H., 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents, Prentice-Hall, Engelwood Cliffs, NJ, 1976.

> This book contains 100 activity techniques which are designed to enhance sense of identity and self-esteem in the classroom from kindergarten to college. It divides the activities into seven sections: Getting started; My strengths; Who am I?; Accepting my body; Where am I going?; The language of self; and Relationships with others.

Daloz, L., Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences, Jossey-Bass Publishers, San Francisco, CA, 1986.

> The primary purpose of this book is to offer new perspectives for understanding adult learners and to suggest in concrete and practical ways based on current developmental theory how we can work more effectively to improve the quality of their educational experience. This book has emerged from the lengthy case study of one student - one teacher relationship. Using the central metaphor of a transformational journey, it derives a number of principles for enriching instruction and revitalizing the advising process so that the growth and development of students can take its place as the proper aim of education.

Elkins, D., Teaching People to Love Themselves: A Leader's Handbook of Theory and Technique for Self-Esteem and Affirmation Training, Human Relations Consultants and Publishers, Rochester, NY, 1983.

> This book describes theoretical backgrounds of the function of self-esteem and the need for its development in both schools and in counseling groups. Most of the book provides activities and techniques which help people learn to love themselves and each other in a group, such as raising self-esteem; the affirmative model; designs for self-esteem laboratory education; structured experiences; self-esteem for minority groups; and curricular materials.

Erickson, S., The Essence of Good Teaching, Jossey-Bass Publishers, San Francisco, CA, 1984.

> This book is a good review of teaching methodology. The themes of this book are the lasting measure of good teaching; examining course content; the instructional means for tapping and releasing the resources for learning and remembering; learning how to learn and to solve problems, and thinking independently; evaluative judgements; and institutional support for better teaching.

Information from Healthy Mothers, Healthy Babies Coalition, US Department of Health and Human Services, Contact the National Maternal and Child Health Clearinghouse (NMCHC), 38th and R Streets, NW, Washington, DC 20057.

> This selection includes: Prevention Notes "Adolescent Health Care" (1986); A Compendium of Programs for Serving Low-Income Women (1986); and Nutrition and Adolescent Pregnancy: A Selected Annotated Bibliography (1986). NMCHC also has information on AIDS, high risk infants and children, as well as Spanish language publications.

Rose, S. and Edleson, J., Working with Children and Adolescents in Groups, Jossey-Bass Publishers, San Francisco, CA 1987.

> This book introduces multimethod group interventions, primarily for group leaders, group therapists, and group counselors. It includes issues in the treatment process such as, planning, assessment, measurement, goal setting, modeling, operant and stimulus control procedure, cognitive and relaxation techniques, the role of sociorecreational activities, group's structure and problems, and the function of extra-group assignments.

The Adoption Option: A Guidebook for Pregnancy Counselors, U.S. Department of Health and Human Services, Office of Population Affairs, 1986.

> This guidebook provides a general explanation of the adoption process and highlights important points that counselors should be aware of when counseling young women about adoption. Its purpose is to provide information and resources to help counselors understand the adoption process and thus assist in sound adoption arrangements.

Educational And Social Issues Concerning Minorities

Jackson, Stanlie, Minority Woman's Survival Kit, WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160, 1982.

> The Minority Woman's Survival Kit is a four-session (10-hour) workshop designed for minority working women. Its purpose is to assist the minority woman to achieve more meaningful employment. The rationale behind this workshop is the realization that minority women have been at least partially excluded from benefits of the civil rights and women's movements. Although both movements have been instrumental in bringing about great social change in American society, the minority women has not fully benefited from either movement. This workshop, then, is a tool to be used by the minority woman in her efforts to: assess her personal worth, skills, and abilities; evaluate the realistic opportunities available for advancement and job satisfaction; and recognize and assert her rights as an individual.

Kumagai, Gloria L., America's Women of Color: Intergrating Cultural Diversity into Non-Sex-Biased Curricula (Minority Women: An Annotated Bibliography), WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160, 1982.

> This bibliography supplements the teacher-training manual, curriculum guides, filmstrips, and filmstrip user's guides for Integrating Cultural Diversity into Non-Sex-Biased Curricula. It is organized into five sections: Elementary Resources, Secondary Resources, Postsecondary and Teacher Resources, Elementary Audiovisual Resources, and Secondary Audiovisual Resources. In addition, each section is organized by minority group: American Indian, Asian American, black, Hispanic, and multiracial.

Kumagai, Gloria L., America's Women of Color: Intergrating Cultural Diversity into Non-Sex-Biased Curricula (Teacher-Training Manual), WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160, 1982.

> This program is designed to help all students understand the status, needs, and contributions of women from American Indian, Asian American, black, and Hispanic backgrounds. It is also meant to help teachers integrate relevant aspects of the history, culture, and contributions of these women into their existing classroom curricula.

Lynch, J., Multicultural Education: Principles and Practice, RKP, Boston, MA 1986.

> This book focuses on institutional responses to multicultural education, and looks at some of the issues between school and community, and reviews strategies in which parents can be involved in the school. Part three examines the interrelationships between all members of the school and between them and their community in the teaching/learning context (chapter 7). Chapter 8 considers appropriate staff development as the core of any feasible and credible multicultural education initiative. The final Part considers some of the major macro-political and social issues which form an agenda for a pressing change of direction towards multicultural education.

Malson, Michelene R. and Woody, Bette, The Work and Family Responsibilities of Black Women, Single Parents, Paper No. 148, Wellesley College, Center for Research on Women, Wellesley, MA 02181, 1985.

> Employment and training programs increasingly are becoming a mechanism for reducing the number of women and children on welfare. One of the criticisms of this and other work/training programs is that public policy is creating a cadre of poor working women to reduce welfare costs. The findings described in this paper are from a study of black employed women who live in poverty. It highlights some little known, but alarming facts.

Wilson, W., The Declining Significance of Race: Blacks and Changing American Institutions, 2nd ed., The University of Chicago Press, Chicago, IL 1980.

> This book is a study of race and class in the American experience. It deals with the relationship between race and class in terms of a broad theoretical framework; the effect of a preindustrial system of production on the pattern of race relations in the antebellum South; racial antagonisms in the preindustrial and early industrial periods in relation to issues of class and class conflicts; the impact of industrialization on the changing patterns of race and class relations in the North; the modern industrial period of race relations; the development of a black class structure in relation to basic economic and political changes; and the declining significance of race vis-a-vis basic theoretical and substantive arguments.

Guidelines For Problem Pregnancy Centers

Problem Pregnancy Centers--How-To Manual for Community Programs, SHARE Resource Center, PO Box 2309, Rockville, MD 20852, November 1985.

> This how-to manual focuses on providing information for establishing centers to provide counseling services and referrals for any woman of childbearing age who experiences an unintended pregnancy. This manual does not support one specific format for a center, but rather lays the groundwork for developing a center that best fits an individual community's needs. Sections are included on understanding the basics of incorporation, fundraising, establishing training programs, recruiting volunteers, and publicity.

Self Help For Teen Parents

Barre, Linda and Monserrat, Catherine, Teenage Pregnancy: A New Beginning, Kidsrights, 3700 Progress Boulevard, Mount Dora, FL 32757.

> Pre-natal health book written especially for pregnant teenagers. Photos and quotes from young people add to book's appeal. Reading level is fifth grade. Spanish edition is also available.

Dodson, Fitzhugh, How to Single Parent, Kidsrights, 3700 Progress Boulevard, Mount Dora, FL 32757.

> Valuable handbook gives advice on coping with the problems of raising a child alone, helping a child cope with separation, loneliness, rejection. Discusses importance of not ignoring the parent's needs. Examines custody, visitation, and advice for the non-custodial parent.

Food for the Teenager During and After Pregnancy, U.S. Department of Health and Human Services, the U.S. Department of Agriculture, and the March of Dimes Birth Defects Foundation, DHHS Pub. No. (HRSA) 82-5106. Superintendent of Documents, US Government Printing Office, Washington, DC 20402, 1982.

> This booklet discusses the importance of good nutrition during pregnancy. Included are presentations of the different food groups and numbers of servings to eat daily as well as lists of foods in each category and sample meal plans. General information about pregnancy and good prenatal care is also provided.

Harden, Neva N., Starting Out...A Job-Finding Handbook for Teen Parents, Department of Technological & Occupational Education, College of Education, University of New Mexico, Albuquerque, NM 87131, 1986.

> Teen parents can use this guide to find a job that brings in the income they need. It is not intended to be a planning guide for a career (i.e., for the job or series of jobs that give satisfaction, economic well-being, and personal growth over a lifetime). Because it is a practical guide, it covers some issues usually not found in job-finding handbooks. For instance, it explains work permits, social security, and W-4 forms. It also addresses basics of budgeting, choosing a first home, and day care.

Self Help For Women's Professional Development

Burack, Elmer H., Albrecht, Maryann and Seitler, Helene, Growing--A Woman's Guide to Career Satisfaction, Lifetime Learning Publications, Belmont, CA 94002, 1980.

> This publication is for women who: don't have any idea how to go about creating a career; have a career and know where they're headed but need help getting there; or like their career but want new ways of expressing themselves in their work.

Carney, Clarke G. and Wells, Cinda Field, Career Planning--Skills to Build Your Future, Brooks/Cole Publishing Company, Monterry, CA, 1987.

> This book integrates concepts of career and life planning. It offers practical strategies and self-guiding activities needed to build a future in a changing world. It will help you organize and carry out your career goals; anticipate and take advantage of change; develop realistic strategies for locating and securing employment; identify and evaluate your skills, preferences, values, and capabilities; find out how the world of work is organized; integrate your knowledge of yourself, others, and career information into realistic and satisfying career options; overcome beliefs and differences with others that impede effective career planning; discover the "hidden" social requirements of the workplace to enhance your career growth; increase your sense of self-awareness; and develop skills you can use across a lifetime of career decision making.

Lazear, James W. and Lazear, Dennis S., The Professional Job Seekers Handbook, Tech/Date Publications, 6324 West Fond du Lac Ave., Milwaukee, WI 53218, 1982.

> The authors of this workbook say that, "Finding a job is one of the hardest jobs you will ever have." Dedicating time to this effort, then, is a very important concept. This workbook will help the job seeker move through this serious task and effectively find job openings.

Parenting Teenagers

Challenges of Parenting Teenagers, Minnesota Curriculum Services Center, 3554 White Bear Lake, MN 55110.

> This publication provides the leadership information and curriculum for a course in parenting teenagers. Its objective is to help make the teen years easier on parents in two ways. First, and most important, is to enhance the self confidence and self respect of parents. It can help them focus on their worth as individuals in their own right and assist them in disengaging, when needed, from their growing teenage children. Second, to provide parents with basic information on the developmental changes that go on in families with teens, and within each individual teenager.

Many Teens Are Saying "No", Family Life Information Exchange, PO Box 10716, Rockville, MD 20850, 1986.

> Teens are given points to ponder regarding sexual involvement at their stage in life. This publication also offers them advice on resisting peer pressure. It is a straightforward piece written for teens to encourage them to focus on the risks of sexual involvement and the positive aspects of saying "no."

Personal Growth

Bower, Sharon Anthony and Bower, Gordon H., Asserting Your Self--A Practical Guide for Positive Change, Addison-Wesley Publishing Co., Reading, MA, 1985.

> Here is the first complete step-by-step program for becoming more assertive. You'll learn important skills for improving self-esteem, coping with stress, and making more friends. And you'll learn about "DESC scripts," a new technique for dealing with all kinds of interpersonal conflict.

Promoting Self-Esteem in Young Women--A Manual for Teachers, Division of Civil Rights & Intercultural Relations, New York State Education Department, Albany, NY 12234.

> This booklet gives an overview of some of the special problems of self-esteem in girls and young women and provides suggested classroom activities that can be helpful in promoting self-esteem in girls, women, and minority males. The first section provides questions and answers related to self-esteem, how schools and teachers can help, and why teachers should focus on self-esteem, particularly for young women. The second section suggests classroom activities for use with elementary, junior high/middle school, and high school students. All activities have been designed to be used in classes with boys and girls, for both of their benefits.

Sanford, Linda Tschirhart and Donovan, Mary Ellen, Women & Self-Esteem--Understanding and Improving the Way We Think and Feel about Ourselves, Viking Penguin Inc., 40 West 23rd St., New York, NY 10010, 1986.

> This book is about the millions of women whose lives and happiness have been constricted because of lack of self-esteem. It raises many questions related to this issue. But it also offers suggestions for what women can do, starting right now, to increase their self-esteem and take control of their lives, and thus make their own existences more happy and fulfilled.

Walsh, Mary Roth, The Psychology of Women--Ongoing Debates, Yale University Press, New Haven, CN, 1987.

> The reader is confronted with some diverse viewpoints existing in the psychology of women. Four criteria were used to choose the controversies that would be included in this book. They are: 1) the controversy should deal with a significant question; 2) it should be ongoing; 3) it should have relevance to some larger social issue involving women; and 4) most important, the debate should involve strongly divergent points of view.

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World's largest organization for single parents gives you positive, practical solutions to the questions and challenges of single parenting.

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Hundreds of practical suggestions on time management, creative parenting, sex and companionship. From the Stress and Families Project at Harvard University.

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Forty percent of all the children born in this decade will spend some time in a single parent home. Intended to help the single parent learn how to deal with the unique challenges that are part of being a single parent. Covers single parent discipline, financial problems, family crises, and much more. Most importantly, it suggests where a single parent can find additional support, training, and guidance.

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A practical and supportive guide that single parents want and need to help them succeed. Covers how to find a new job, a new home, and make new child-care arrangements; also how to manage the family budget, help the kids adjust, and much more.

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For those teens who need to make hard choices about this experience, here are the first person accounts of over a dozen young women. Complete, factual, and full of their advice, this book serves as a starting point for the difficult decision-making process involved in pregnancy.

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SOFTWARE ANNOTATIONS

Analyzing an Ad. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Learn to avoid exploitation exploring the dynamics and mechanics of advertising. Creating an ad makes students better equipped to make buying decisions. Two reading levels, grades 2-3 and 5-6. Interest level, grades, 4-12.

Babysitter's Manual. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

An excellent, comprehensive guide for babysitters on accident prevention and safety, and seeking aid after an accident or injury occurs. Includes sections on infant care and care of older children. Grades 6-12.

Becoming an Informed Shopper. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Students learn to determine the probable quality of items and to master methods for informal and intelligent shopping. A simulation provides practice in applying these skills to furnishing an apartment. Three reading levels, grades 2, 3-4, and 5-6. Interest level, grades 7-12.

Birth Defect Series: 1) Causes, 2) Detection, Diagnosis, Treatment and Prevention, 3) Types of Defects. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Highly interactive tutorial lessons provide a comprehensive analysis of the causes, types, diagnosis, treatment and prevention of birth defects. Grades 7 & up.

Blueprint for Decision Making. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This high-interest, low-vocabulary program is designed for secondary and adult students who need help in decision making and problem solving. While students see and discuss problems faced by others, they also use the utility section of this program to solve their own problems. With the program's help, students generate a variety of ways to solve a problem and predict the consequences of each action. Reading level, grade 3. Interest level, grade 7 to adult.

Buyer Beware. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This program is designed to help students make wise purchasing decisions. Provides information and practice to help students develop their own consumer skills. Reading level, grades 5-6. Interest level, grade 8 to adult.

Buying Wisely. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This program incorporates values clarification into teaching as students learn basic shopping decision-making. A simulation in which students decide items to be purchased adds reality to this money-saving skill. Three reading levels, grades 2, 3-4, and 5-6. Interest level, grades 7-12.

SOFTWARE (continued)

Cash Versus Credit Buying. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Students learn to cope with situations requiring important money-saving decisions by learning the advantages and disadvantages of cash and credit purchases and then using this knowledge of their own decision-making. Three reading levels, grades 2, 3-4, and 5-6. Interest level, grades 7-12.

Childhood Diseases. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Symptoms and treatment for: whooping cough, allergy, measles, cystic fibrosis, croup, conjunctivitis, mumps, tonsillitis, chicken pox. Grades 7-12.

Color Your World. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Awakens students awareness of color and its effect on them personally and environmentally. Designed for secondary students and adults, this two-disk program begins with "Colorful Climates," an exploration of the rules of color, and the application of these rules to create moods and effects. The second program disk, "A Colorful You," shows students how to analyze eye, hair, and skin colors, then identify their own best personal colors. This program helps students understand and recognize color's role in influencing people and reflecting feelings. Reading level, grades 5-6. Interest level, grades 6 to adult.

Communication Skills. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This new program prepares students for working with people. When students understand their responsibilities to a conversation, they'll learn to analyze their own actions. And they'll begin to build their own communication skills. Reading level, grades 4-5. Interest level, grade 6 to adult.

Comparative Buying Series. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Help your students develop skills for smart shopping as they progress from simple comparative analysis to more advanced concepts like credit buying. This series is an excellent learning tool for junior high and for older students with learning problems. Three reading levels, grades 2, 3-4, and 5-6. Interest level, grades 7-12.

Contraception. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Describes how eight different contraceptive methods work, their effectiveness, safety, cost and possible adverse reactions. Methods discussed include the rhythm method, diaphragm, condom, foams and jellies, birth control pill, IUD, sponge, and sterilization. Grades 7 & up.

Credit: The First Step. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Help your students to a fuller understanding of the complex issues involved in the use of credit--its advantages, responsibilities and dangers. They are guided through the process of filling out a loan application, students are led to fully realize the importance of their work experience, credit history and financial obligations. Reading level, grade 4. Interest level, grade 9 to adult.

Dangers of Drugs. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

An introduction to the dangers of drug abuse, in interactive tutorial format, written for students at a 3rd-4th grade reading level. The program covers alcohol, marijuana, cocaine, crack, heroin, uppers, downers, glue sniffing, etc. Grades 3-4.

Diet Analysis. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This program breaks down the foods into energy, protein, fat, carbohydrate, calcium, iron, and, if required, vitamins A, B, B2, nicotinic acid, and vitamins C and D, and displays how much of each has been provided and how much is required. Grades 9 & up.

Dieting. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Describes the risks of being overweight, the basic concepts of nutrition, fallacies about dieting, tips on weight loss, sports nutrition, junk food. Discusses the pros and cons of various types of diets including fad diets, extreme diets, and vegetarian diets. Also includes information on diabetes, hypoglycemia, hypertension, cancer, anorexia and bulimia. Grades 7-12.

Drug Abuse. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Describes the active ingredients/contents, methods of use, preparations, short-term effects, long-term effects, prevalence of use, and legal status of various drugs. Drugs reviewed include: cocaine, cannabis, minor tranquilizers, LSD, solvents, alcohol, amphetamines, caffeine, sedative hypnotics, opiates, tobacco, antihistamines, and PCP. Grades 7-12.

Effective Study Skills. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This program helps determine how each student learns most effectively. The results are then used to offer instructional presentations based on individual needs. Students can maximize study efforts by capitalizing on their best learning styles. Two reading levels, grades 2-3 and 5-6. Interest level, grades 5-12.

SOFTWARE (continued)

Entrevista De Trabajo Exitosa. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This program is designed to help students improve job interviewing skills and better understand the interview program. The interactive nature of this program encourages students to give serious, considered responses while innovative program graphics help to maximize. Reading level, grades 3-4. Interest level, grade 9 to adult.

Filling Out Job Applications. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This program takes students through the process of filling out their own application forms. Questions common to application forms are presented and explained. Reading level, grades 3-4. Interest level, grade 9 to adult.

Financing a Car. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This effective, efficient and easy-to-use program teaches students about credit and purchasing. The included utility section even lets students analyze credit and payment options about an actual car purchase. Two reading levels, grades 2-3 and 5-6. Interest level, grades, 7-12.

First Aid. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

A comprehensive 35-disk tutorial with color graphics and reproducible materials. Each program includes a vocabulary disk and a post-test disk.

Following Written Directions. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Help students develop a vital lifelong skill with this innovative teaching aid. They'll learn the importance of following directions by reading, analyzing and organizing information. Two reading levels, grades 2-3 and 5-6. Interest level, grades 5-12.

Food Facts. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Color graphics enhance this eye-opening look at the contents of everyday food items. Students discover the sugar content of 64 breakfast cereals, learn about the chemicals found in foods, see how long it takes to burn up the calories consumed in a fast-food meal, test their knowledge of vitamins, and find out which foods contain the highest percentages of eight important nutrients. Grades 7 & up.

Food Labels. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

On a simulated trip through a grocery store, students inspect labels of common food items and learn how to use these labels. With the purchase of this one program, you'll introduce nutritional information, the recommended daily allowances of necessary nutrients, legal and implied meanings of common label terminology, additives, and new symbols. Students will weigh the risks associated with common food additives, plan healthy menus, and make wise purchasing decisions for themselves and for their families. Reading level, grades 5-6. Interest level, grade 6 to adult.

Fourth R--Reasoning. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

An introduction to logic at the elementary level, this interactive program shows students how to examine facts and stretch their reasoning ability. Concepts are introduced and then reinforced through solving imaginative problems and puzzles. Bright graphics hold interest while students learn inductive and deductive logic. Reading level, grades 3-6. Interest level, grades 4-10.

Health Risk Appraisal. Developed by John R. Raines, M.D. & Lynda B.M. Ellis, Ph.D., University of Minnesota. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Active dialogue with the computer. Appraises student's health habits and personalizes suggestions for improving these habits. Information includes risk of dying over the next ten years from the ten leading causes of death for people of that sex, age, and race group. Instructs on how specific mortality rates could be decreased by altering certain health behaviors. Includes such recommendations as wearing a seat belt, losing weight, increasing exercise, or stopping smoking.

Improving Your Memory. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Students enjoy the challenge of increasingly difficult memory exercises by employing a variety of general and specific memory methods. This seldom-taught subject covers often unused visual memory techniques including the use of the five senses to remember facts. Two reading levels, grades 2-3 and 5-6. Interest level, grades 5-12.

Insurance: Sorting It All Out. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Introduced with a personalized assessment of the student's insurance needs. Students will understand the use for auto, health, life, and property insurance. And they'll make appropriate buying decisions. Reading level, grades 5-6. Interest level, grade 6 to adult.

SOFTWARE (continued)

Job Attitudes: Assessment and Improvement. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This program stresses the importance of understanding and developing attitudes necessary for success in the workplace. The desirable attitudes, motivation, cooperation, responsibility, and confidence, are interactively presented. Examples used are ideal for students preparing themselves for today's job market. Reading level, grades 3-4. Interest level, grade 9 to adult.

Job Readiness Series. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This four-program package can help students develop the skills necessary to gain employment. The package includes programs that help students assess and improve job-related attitudes, understand the steps of successful interviewing, properly complete a job application and design a resume. Reading level, grades 3-4. Interest level, grade 9 to adult.

Learning Improvement Series. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Four-part series to help the student learn to make the most of study time and enjoy better test scores. The series includes effective study skills, improving your memory, following written directions and strategies for test taking. Two reading levels, grades 2-3 and 5-6. Interest level, grades 5-12.

Lost R--Reasoning. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

Designed specifically for secondary students, this high-interest, low vocabulary program provides the reasoning skills necessary for effective learning and daily living. Reading level, grades 2-3. Interest level, grades 5-12.

Managing Your Time. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

The importance of scheduling is reinforced as students learn to eliminate time-wasting habits and develop productive daily schedules. Two reading levels, grades 2-3 and 5-6. Interest level, grades, 6-12.

Mind Castle I. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

An adventure format encourages students to develop and use logic and reasoning skills. Students explore fascinating rooms in a Victorian castle by solving challenging logic problems and puzzles and seek a hidden treasure. Reading level, grades 3-6. Interest level, grades 4-10.

Mind Castle II. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This more advanced logic program presents an exciting castle adventure as students seek to solve complex logic and reasoning problems by climbing to the tower, using thinking skills every step of the way. Reading level, grades 6-7. Interest level, grades 6-12.

SOFTWARE (continued)

Money Management: Basic Math Skills Test. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This diagnostic assessment program is vital to the management of the students' progress. It tests basic computational skills using a money format and provides the educator with a prescriptive error analysis. Reading level, grades 2-4. Interest level, grades 4-12.

Money Matters. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007 (800) 421-4157 (616) 345-8681

This program is designed to improve students' knowledge of, and ability to use, coins and bills. Students will understand why we use money. They'll identify coins and bills, become adept at counting money, and learn to make change, too. Full-color graphics. In our society, the handling of money carries with it an inordinate feeling of independence. Expect students to display more independent behavior in other aspects of their daily lives once they feel capable of handling money. Reading level, grade 2. Interest level, grade 1 to adult.

New Baby Care. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Covers care of new baby including: diet and feeding, hygiene - bathing and skin care, sleeping habits. Grades 7-12.

Nutrition and Food Groups. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

A bingo-like game motivates students to learn about the nutrient content of foods and the importance of making wise food choices. Emphasis is placed on the ways in which the computer can help people make dietary decisions. Students discover good sources of the nutrients they need and observe that eating foods from each of these food groups increases their chances of enjoying a healthy, well-balanced diet. Grades 6-9.

Nutrition Volume 1. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This program allows students to perform a quick, accurate nutritional analysis of foods consumed in a 24-hour period. The material includes a catalog of nearly 600 food items, a food diary, a nutrition report, and a menu plan that serves as a guide for the dietary analysis program. Grades 7 & up.

Nutrition Volume 2. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Students calculate their caloric intake and compare it to the amount of energy they expend in a one- or three-day period. Using a list of foods, they determine whether an individual dish meets recommended levels of calories and nutrients. Includes a catalog of over 400 food items. Grades 7 & up.

Practicing Sexual Decision-Making. By Substance Abuse Education Software. Chambers International Corporation, 5499 North Federal Highway, Suite A, Boca Raton, FL (407) 997-9444

Practicing Sexual Decision-Making is a computer assisted instruction program which provides an interactive yet personal environment for acquainting students with the different aspects of making sound sexual decisions. This program presents a six step approach for a responsible decision making process. Using several scenarios, this interactive program allows learners to practice making sexual decisions and then deal with the various outcomes of their decisions.

Pregnancy Series: 1) Pregnancy and You and 2) Prenatal Baby Care. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Interactive and informative tutorials emphasize the importance of good, healthy prenatal care. Grades 7-12.

Problem Solving in Everyday Math Series. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

This four-part series helps you reinforce the essential principles of everyday math word problems by applying a unique, step-by-step process. Programs are: "The Problem Solving Process;" "Solving Addition and Multiplication Problems;" "Solving Subtraction and Division Problems;" and "Solving Multiple-Step Problems." Three reading levels, grades 2, 3-4 and 5-6. Interest level, grades 4-12.

Problem Solving Process. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

Students develop an ability to analyze and check everyday math problems. Interactions allow application to real life math situations. Three reading levels, grades 2, 3-4, and 5-6. Interest level, grades 4-12.

Reasoning: The Logical Process. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

Students will develop and refine their reasoning skills to solve problems, make decisions and critically analyze statements. Interactive responses cover a variety of reasoning situations including formal logic, premises and conclusions. Reading level, grades 6-7. Interest level, grades 6-12.

Reproduction Organs. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Describes and illustrates the essential functions of the human reproductive organs. The male organs addressed include the penis, scrotum, and testes. The female organs described include the vagina, cervix, uterus, ovaries, uterine tubes, mammary glands, and menstrual cycle. Graphics are simple representative schematics. Grades 6-12.

SOFTWARE (continued)

Reproduction Process. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Describes the human reproductive process from copulation to birth. Illustrates the nine months of pregnancy in a clear, concise manner, relying upon simple representative schematics throughout the tutorial. Grades 6-12.

Resumes Made Easy. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

This program uses a conversational style to motivate the student to think about and develop his or her own resume. Information given by the student during the running of the program automatically creates a functional or chronological resume. A printout is available at the end of the program. Reading level, grades 3-4. Interest level, grade 9 to adult.

Salt and You. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This package enables students to analyze their diets to determine whether they are using salt at a safe level. They are shown what excessive salt can lead to--hypertension, heart disease--and how to cut back on its use. Grades 6 & up.

Setting Career Goals the Micro Software Way. Career Development Software, Inc., 207 Evergreen Drive, Vancouver, WA 98661

This micro computer version of the video program helps those students who have identified their career interests answer the question, "What next?" Students explore such topics as: defining and identifying goals, goal and task oriented behavior, why it is important to set goals, implementing goals, and developing an individual career plan. At the conclusion of this program students will be able to identify their major career goals, define three objectives they need to establish to reach their career goals, identify the cost in terms of time and money, and identify the major risks involved in reaching their goals.

Sexually Transmitted Diseases. Developed by Betty Castro Hock, M.S., San Diego City College. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Gives the facts on sexually transmitted diseases, including AIDS. Throughout the program, students are asked to answer questions on the material presented. Immediate feedback is given. If a response is incorrect, the program prompts students with additional information and then repeats the question. A test is included on each disk for pre- or post testing.

Skills for Successful Test Taking. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

Prepare for achievement tests and entrance exams with this prescriptive instructional program. The pre-test based on standard test items determines which instructional segments the student sees and what information is presented. Reading level, grades 5-6. Interest level, grades 7-adult.

SOFTWARE (continued)

Smoking: It's Up to You. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

In this program, where the facts speak for themselves, students investigate several topics related to smoking: the contents of cigarette smoke, health risks, financial costs, immediate physical effects, and personal attitudes. Students evaluate for themselves the hazards of smoking. Grades 7-12.

Solving Addition and Multiplication Problems. Microcomputer Educational Programs.

Process-oriented instruction helps students analyze and solve word problems based on addition and multiplication. Three reading levels, grades 2, 3-4, and 5-6. Interest level, grades 4-12.

Solving Multiple-Step Problems. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

Algebraic concepts become more understandable with this program as students learn to apply simple algebraic equations to everyday situations. Three reading levels, grades 2, 3-4, and 5-6. Interest level, grades 4-12.

Solving Subtraction and Division Problems. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

This program instructs in the solving of word problems involving subtraction and division. Students will be motivated by everyday simulations and a point system that allows individual competition. Three reading levels, grades 2, 3-4, and 5-6. Interest level, grades 4-12.

Strategies for Test Taking. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

This program addresses various test formats: true-false, multiple choice, fill-in-the-blank, short answer and even essay tests. Develops an understanding of how to prepare for tests, following test directions and successfully taking tests. Two reading levels grades, 2-3 and 5-6. Interest level, grades 5-10.

Study Skills & Job Success Software Package. Career Development Software, Inc., 207 Evergreen Drive, Vancouver, WA 98661

A practical, skill oriented software package that answers the question posed by many students: What Good is School? The Ideas addition to your Dropout Prevention Curriculum, this software package contains two program disks: Why Stay in School? and Study and Work Habits.

Successful Job Interviewing. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

Students can improve their job interviewing skills and better understand the interviewing process with this interactive program. Students are shown the importance of preparing for the interview, how to conduct themselves during the interview, and the proper follow-up procedure. Reading level, grades 3-4. Interest level, grade 9 to adult.

SOFTWARE (continued)

Teenage Stress Profile. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This program provides a comprehensive profile of what areas in a teenager's life are most stressful. It also identifies physical and psychological symptoms of stress that the teenager may be experiencing, and evaluates the vulnerability of a teenager to stress. The program can be used alone or under the direction of a counselor. After the teenager answers several sets of questions, the computer outlines specific problems that he/she is experiencing and makes suggestions on how to deal with the problems.

Test Taking Made Easy. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

High interest, low-vocabulary program. Discussions and interactive learning activities cover how to prepare for tests and how to follow directions for true and false tests, multiple choice questions and fill-in-the blank. Throughout the program, student responses are tabulated. A unique printout describes the individual student's areas of strength and weakness and makes suggestions for further growth. Reading level, grade 3. Interest level, grade 7-adult.

Understanding Contracts. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

Familiar situations leading student to clearer understanding of contracts. Most business transactions, as well as some social transactions, require contracts. In buying, selling, borrowing and renting, it is important to be aware of rights and responsibilities related to contracts. Reading level, grades 5-6. Interest level, grade 9 to adult.

Understanding Sales Buying. Microcomputer Educational Programs. MCE Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI, 49007 (800) 421-4157 (616) 345-8681

After learning valuable concepts about sales, students create their own computer-assisted budget designed to help determine what a real sale is and how to take advantage of their purchasing power. Three reading levels, grades 2, 3-4, and 5-6. Interest level, grades 7-12.

Venereal Disease. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Describes diseases, effects, treatment causes, transmission, prevention, and provides a research outlook. Diseases include: syphilis, gonorrhea, herpes, and AIDS. Grades 7 & up.

Vitamins, Minerals and Health Foods. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Defines and describes, identifies the properties of, and dispels myths about vitamins and minerals. Describes how to get the most nutrition out of food preparation. Also covers deficiency diseases, health foods, reading labels, RDA, and vitamins and minerals for special needs. Grades 7-12.

EDUCATIONAL VIDEO DESCRIPTIONS

AIDS (30 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Jack Palance examines the history and origin of AIDS in this compelling program. Become informed about the disease, how it spreads, how it attacks the body, and how it can be prevented. This is a clearly-sighted, medically sound study of a deadly disease.

AIDS: Profile of an Epidemic (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Edward Asner hosts this informative program on AIDS, exploring the origins and implications of the disease. Five victims are interviewed; many public concerns and rumors are addressed and clarified.

Alcoholism (29 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Alcohol authority, Dr. Max Schneider, discusses the physiological effects of drinking. Alcoholics relate their personal experiences.

Alcoholism: A Family Disease (29 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Alcoholism is a disease that afflicts not only the alcoholic but the family as well. Family therapist, Sharon Wegsheidere, explains how the family helps and hurts.

American Health: The Relaxed Body (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Designed to help you relieve tension from head to toe, this anti-tension workout was created by American Health magazine. Segments include the tension trail road map, effects of stress on the body, anti-tension workouts (breathing, relaxation, headache healers), and much more.

And Baby Makes Two (30 minutes). NEWIST/CESA #7, IS 1110, Green Bay, WI 54301. (414) 465-2599

A locally produced film which explores the opportunities that are offered to teen mothers by school districts.

Andrea: A Friend in Need (34 minutes). NEWIST/CESA #7, IS 1110, Green Bay, WI 54301. (414) 465-2599

Andrea was sixteen when she committed suicide. She was real; her friends and mother are real. They talk about Andrea, how she warned them, how they might have stopped her if they had known. They offer thoughts to help others realize that suicide is not the answer.

Another Half (27 minutes). Bill Wadsworth Productions, 1913 West 37th Street, Austin, TX 78731 (512) 478-2971

A film about two teenage boys which involves issues of gender role pressures, sex role stereotyping, sexual responsibility and life planning. For middle and high school.

EDUCATIONAL VIDEOS (continued)

Baby Body Works (30 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This video provides guidelines for parent and baby to develop an easy and fun exercise program together. You'll find exercises for young children that form the first step to good health.

Baby Dynamics I (36 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Baby Dynamics is a special motor skills fitness program aimed at developing the five major skills areas. The exercises are easy and fun. Volume I is designed for infants and toddlers through 18 months.

Baby Dynamics II (36 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Volume II continues your child's development of key motor skills with simple and fun exercises for children ages 18 months through 36 months.

Baby Grows: Prenatal Development (26 minutes). Kidsrights, 3700 Progress Boulevard, Mount Cora, FL 32757 (800) 892-KIDS (904) 483-1100

Dramatizes highlights from the journal of a young married woman as she records her thoughts, feelings, and concerns during her first pregnancy. Shows viewers why a mother-to-be's active and willing participation in good prenatal care is so important to the good health of the baby. Age 15 to Adult.

Baby-Safe Home (49 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Consumer reporter and advocate David Horowitz takes you through a deadly mine field--your home. Copious hints on how to keep your baby safe and secure. Potentially life-saving information you will want to review over and over again.

Breaking Out: Career Choices for Teenage Parents (17 minutes). Vocational Studies Center, University of Wisconsin - Madison, 1025 West Johnson Street, Madison, WI 53706 (608)263-3152

Introduces the concept of Higher Wage Occupations. The video shows former teenage parents in nontraditional occupations, teens currently parenting and in school, and women in nontraditional jobs. The video provides positive role models of women in nontraditional/higher wage occupations and shows successful parents as teens and adults.

But Names Can Hurt Forever (30 minutes). NEWIST/CESA #7, IS 1110, Green Bay, WI 54301 (414) 465-2599

This documentary deals with the damaging effect of emotional abuse/psychological maltreatment. The recountings of emotionally abused adults, the music, the pictures all work together to make the viewer not only see and hear the emotional abuse but feel it as well.

EDUCATIONAL VIDEOS (continued)

Caring for Your Newborn with Dr. Benjamin Spock (111 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

A most practical source of advice and guidance on infant care for parents. Covers everything from bathing to treating early disorders. Clear visual presentation of what to expect in Year One.

Childbirth Preparation Program (ACOG) (56 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Created by the American College of Obstetricians and Gynecologists (ACOG), this program is specially designed to help pregnant women practice techniques that promote relaxation and relieve discomfort during labor and childbirth. Includes a 30-minute practice labor that can be used alone or with a partner. Hosted by Dr. Art Ulene.

Children's Defense Fund Pregnancy Show (7 minutes). Children's Defense Fund, 122 C Street, N.W., Washington, D.C. 20001 (202) 628-8787

Interviews with teenage mothers.

Children's Defense Fund Promotional Reel (7 minutes). Children's Defense Fund, 122 C Street, N.W., Washington, D.C. 20001 (202) 628-8787.

Several PSA's for television and radio that can be customized for your community.

Choices: The Mating Game (1 hour). Ounce of Prevention Fund, 188 West Randolph, Suite 2200, Chicago, IL 60601 (312) 855-1444

Two teens learn about sexuality and decision making through a game show format. For middle school.

Communicating (28 minutes). Potter, Dr. Jessie, Sterling Productions, Inc, 1609 Sherman, Suite 201, Evanston, IL 60201 (312) 475-4445

Dr. Jessie Potter combines humor, sensitivity, and information on the common problems that arise when we try to communicate with one another and some solutions to these problems. For adults and high school age.

Condom Sense (25 minutes). Altschul Group, 930 Pitner Avenue, Evanston, IL 60202 (312) 328-6700

Encourages males to take an active role in contraception. For teens and adults.

Coping: Ways to Handle Stress I (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

The viewer is taken to a stress workshop and stress support services in three Iowa towns. Counseling, training, participation, support, assessment, education, and action are detailed as effective means for coping with stress. Emphasis on community/group support.

EDUCATIONAL VIDEOS (continued)

Coping: Ways to Handle Stress II (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This program focuses on family stress brought on by financial problems, children, lack of communication, and serious illness. Viewers observe a family conducting a family council. A human development specialist comments on this and other means of coping with stress. Local groups and agencies that help families through stress-related problems are also visited.

Creative Parenting: The First 12 Months (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This entertaining program guides young parents through that crucial first year. Designed to help parents get to know their newborn and learn to trust their own instincts in everyday child care.

Death in the West (32 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This is the film the tobacco industry couldn't suppress. This unique and powerful expose of cigarette advertising myths includes revealing interviews with cigarette company executives. One of the most convincing anti-smoking films ever made. Produced in England.

Decisions: Teen, Sex, and Pregnancy (26 minutes). Kidsrights, 3700 Progress Boulevard, Mount Cora, FL 32757 (800) 892-KIDS (904) 483-1100

An honest look at the lives of three girls who have had to deal with the problems facing the pregnant teen. Offers a perspective on the decisions each girl made in determining whether or not to keep the child and how those decisions have since affected their lives. Also details successful high school clinics in cities such as St. Paul and Chicago. Age 10-18.

Diet Maze (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This program interviews doctors and nutritionists to sort out the numerous, often confusing claims about dieting. Various diets are rated. The role of the family and overweight camps in helping dieters is covered.

Dieting (37 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

What makes people diet? How do they determine the best way to lose weight? Find out with this video about typical dieters and their problems: miracle diets, fads, and diseases associated with being overweight. Learn how to make your body adjust to weight loss without risk.

EDUCATIONAL VIDEOS (continued)

Drug Education for Young People (52 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Three programs designed to inform and educate young people about drug abuse. Learn the effects and consequences of different drugs, how they act on the body, and more.

Drug Free Kids: A Parents' Guide. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

All-star cast acts out familiar family scenes, illustrating the most effective way for parents to communicate with their children and deal with the urgent problem of childhood drug abuse.

Every Man's Favorite Drugs (29 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Drug use has reached epidemic proportions, drug expert Dr. Lee Holister explains the dangers of commonly used drugs such as caffeine and alcohol. Includes suggestions on how to break destructive drug habits.

Exercises for Mothers-To-Be: Marie Osmond. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

When you're pregnant, it's important to keep your muscles toned and supple to insure an easier pregnancy and delivery. Marie demonstrates the proper exercises, designed by the physical therapist, Elizabeth Noble.

Equity Works: 5 to 50 (minutes). Educational Equity Concepts, Inc., 440 Park Avenue South, New York, NY 10016

People talk about equity in their lives.

Equity Works: Voc Ed (minutes). Educational Equity Concepts, Inc., 440 Park Avenue South, New York, NY 10016

Teens talk with educators about equity.

Fast Foods, Fad Foods (29 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Modern Americans average one meal a day outside the home. This trend places great importance on a widespread knowledge of nutrition. An expert explores the subject of health foods and fad foods.

First Things First (30 minutes). Bill Wadsworth Productions, 1913 West 37th Street, Austin, TX 78731 (512) 478-2971

A story about teenage relationships. Includes responsibilities, decision making, peer pressure, responsible behavior. For middle and high school.

EDUCATIONAL VIDEOS (continued)

Focus on Nutrition (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This program examines nutrition in the news: aspartame, vitamin poisoning, the tie between exercise and calories, and the relation between calcium and high blood pressure. The second half of the program takes an in-depth look at heart disease, a major killer of Americans.

Foods That Fit (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

What are your dietary goals? Several specialists take an in-depth look at this important topic to help viewers make better choices concerning what and how much to eat.

Four Pregnant Teenagers: Four Different Decisions (30 minutes). Kidsrights, 3700 Progress Boulevard, Mount Cora, FL 32757 (800) 892-KIDS (904) 483-1100

Four films help teens weigh the different options available to the pregnant teenager: 1)Kim's Baby Was Adopted; 2)Joanne Kept Her Baby; 3)Adam and Leslie Got Married; 4)Amanda Had An Abortion. Age 13-18.

Four Women: Women and the Professions (30 minutes). National Asian American Telecommunications Association, Cross Current Media, 346 Ninth Street, 2nd floor, San Francisco, CA 94103

From the WITH SILK WINGS series. Courage and uncompromised idealism often drive the invisible work of women in America. These are the stories of four women who touch the lives of Asians and non-Asians alike. Heidi is a community social worker; Sara is a tenured professor and practicing architect; Shirley directs a community health clinic; Pat is a union business agent.

Free To Be You and Me (45 minutes). Children's Video Library, P.O. Box 4995, Stamford, CT 06907

Classic cartoons by Marlo Thomas and friends. Being yourself and accepting yourself.

Futures Unlimited I (30 minutes) . Consortium for Educational Equity, Rutgers University Kilmer Campus 4090, New Brunswick, NJ 08903 (201)932-2071

Expanding your horizons in mathematics and science

EDUCATIONAL VIDEOS (continued)

Futures Unlimited II (30 minutes). Consortium for Educational Equity, Rutgers University Kilmer Campus 4090, New Brunswick, NJ 08903 (201)932-2071

Features young, attractive, articulate women working in the exciting world of technology. Designed to encorage and support students' confidence and enthusiasm in pursuing math, science and shop courses to prepare for technical and scientific jobs. Fast-paced and upbeat, the videotapes refute the stereotypes and fears that many students have concerning careers in math, science and the technologies. The role models present positive images which reinforce the message that challenging, stimulating and rewarding careers are open to BOTH women and men.

Futures Unlimited III (30 minutes). Consortium for Educational Equity, Rutgers University Kilmer Campus 4090, New Brunswick, NJ 08903 (201)932-2071

Introduces minority women who present their nontraditional jobs as exciting new options.

Heroes and Strangers: A Film About Men, Emotions and the Family (29 minutes) New Day Films, 22 Riverview Drive, Wayne NJ 07470-3191 (201)633-0212

Chronicles the attempts of two young adults, a man and a woman, to break through the silence with their fathers. The process not only significantly alters their personal relationships but reveals to the audience the complex social and economic forces affecting the role of men in the family.

His Baby, Too: Problems of Teenage Pregnancy (24 minutes). Kidsrights, 3700 Progress Boulevard, Mount Cora, FL 32757 (800) 892-KIDS (904) 483-1100

Focuses on the often-ignored rights and responsibilities of the young father-to-be as well as his legal and moral obligations. Stresses the need for the teen couple to assess the dimensions of their problem through open and honest discussion. Probes the question of abortion and the effects on the unwed father; also looks at the rights of fathers regarding adoption, marriage, child support, and visitation. Age 12-18.

How Can I Tell If I'm Really In Love (51 minutes). ETR Associates, P.O. Box 1820, Santa Cruz, CA 95061. (408) 438-4080

To help teens answer their questions about love and sexuality. Uses song, dance and straight talk. For middle and high school.

In Control: A Freedom From Smoking Program (120 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

The American Lung Association presents this unique stop-smoking program. Thirteen segments cover subjects such as reasons for smoking, handling withdrawal symptoms (including the use of nicotine gum), weight management, and coping tools.

In Due Time (13 minutes). O.D.N. Productions, 74 Varick Street, #304, New York, NY 10013 (212) 431-8923

Teenage pregnancy prevention from the female point of view. A candid interview with an inner-city teen who tells why she decided not to become a teen mother. Discussion of choices, life options, future plans and peer pressure. For teens.

It Only Takes Once (15 minutes). Intermedia, 1600 Dexter Avenue, North, Seattle, WA 98109 (206) 282-7262

Combines humor with serious stories of teenagers who had to "grow up real fast." Includes responsibility, parenting, abstinence, sexuality, communication, choices. For middle and high school age.

It's Okay to Say No Way (7 minutes). YWCA of the USA, Program Services Division, 726 Broadway, New York, NY (212) 614-2700

Rhythm rappers include information on responsibility and pregnancy.

The Job Interview (11 minutes). Beverly Burh, 413 S. Brearly Street, Madison, WI 53703 (608)251-4864

Grew out of a desire to present firefighting jobs from a new perspective. Women considering firefighting jobs are often told, in many ways, that men "naturally" make better firefighters. The author of this script, having spent more than ten years in the fire service, believes that an equally valid case can be made for women having the "natural" advantage as firefighters. The most effective way to present this perspective was to imagine the tables turned: that fire departments had always been all-female, and men were only now trying to become firefighters. The interview format was one effective way to present that perspective; it is not intended to be a criticism or parody of any one fire department's interview procedures, though many of the comments made to the male applicant are ones that, in reverse, have been made to actual female applicants for firefighting jobs. The terms "boy," "male," and "gentleman" are used to correspond to frequent real-life use of "girl," "female," and "lady," as opposed to the rarely-encountered "woman."

EDUCATIONAL VIDEOS (continued)

Joy of Natural Childbirth (59 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Celebrity parents discuss the joys and jitters of natural childbirth. Emphasis is on the popular Lamaze method. A trained expert discusses everything from breathing and body weight balancing to anesthetic options during delivery. Culminates in the on-screen birth of a baby girl.

Keeping Our Food Safe (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

How safe is the food we eat? This program explores food safety and possible food hazards, such as contamination, pesticides, and additives. Also covered are the people who supply our food and the steps they take to ensure that it is safe.

Killing Us Softly: Advertising's Image of Women (30 minutes). Cambridge Documentary Films, Inc., P.O. Box 383, Cambridge, MA 02139 (617)354-3677

Based on a multi-media presentation created by Jean Kilbourne. Using hundreds of ads from magazines, newspapers, album covers and storefront windows, Kilbourne has produced a concise and important analysis of a $40 billion industry that preys on the fears and insecurities of every consumer in America. Her public speaking engagements have awakened hundreds of audiences to the distortions and manipulations that advertisers use to peddle billions of dollars worth of cosmetics, "hygiene products," drugs, and consumer items. Through years of research, Jean Kilbourne has detected psychological and sexual themes that appear in most ad campaigns and has edited her findings into a highly visual and exciting commentary on corporate persuasion. With an intriguing mixture of fact, insight, humor, and outrage, Ms. Kilbourne brings her audience to see that although ads may seem harmless or funny by themselves, they add up to a powerful form of cultural conditioning--and their message is deadly serious.

Lamaze Method: Techniques for Childbirth Preparation (45 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This guide to the most popular childbirth method in the United States, Lamaze, was designed by the American Society for Psychoprophylaxis (ASPO). Patty Duke introduces the three basics of the Lamaze method: relaxation, breathing, and expulsion. Then ASPO certified instructor, Marilyn Libresco, leads an expectant couple through demonstrations of each of the techniques.

EDUCATIONAL VIDEOS (continued)

Life with Baby, How do the Parents Feel? (27 minutes). Kidsrights, 3700 Progress Boulevard, Mount Cora, FL 32757 (800) 892-KIDS (904) 483-1100

Every year children are neglected and abused by parents who are overwhelmed and feel that they can't do a good job. New parents often need help in identifying their own strengths and resources to cope with their problems. The treatment of teenage pregnancy, loneliness, and the effect of a new baby on the parent's relationship are clear and compassionate. Useful for stimulating discussions about pertinent issues such as single parenthood, financial constraints on young parents, balancing career, family life, and personal relationships. For parenting classes. Adults.

Lifetime Learning Systems, Straight Talk Video (56 minutes). Classroom Education Program, c/o Creamer Dickson Basford Inc., 1633 Broadway, New York, NY 10019 (800) 722-7786

Classroom education program on sexuality and contraception. Comprehensive coursework. New programs on AIDS. Translated for Spanish speaking and blind students.

Little Bear (30 minutes). NEWIST/CESA #7, IS 1110, Green Bay, WI 54301 (414) 465-2599

Adapted from a stage play of the same name, Little Bear uses animal characters to teach children, preschool through grade 4, in a direct but non-threatening way how to avoid being sexually abused and what to do about it if it happens.

Losin' It--Sex and the American Teenager (76 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Candid discussions with average teenagers on such personal matters as love, sex and relationships.

Love, Sex and Values (20 minutes). Kidsrights, 3700 Progress Boulevard, Mount Cora, FL 32757 (800) 892-KIDS (904) 483-1100

A four part video which deals with very important issues facing young people today. Gives down-to-earth tips on sorting individual values and making the right choices. Offers a positive guide to saying "no" to sex, reassuring them they are not out of step. Shows the differences between love and romance and takes a look at the facts vs. myths about teen pregnancy. A non-preaching presentation. Age 12-18.

Main Street: Sex and the American Teenager (39 minutes). Films Incorporated, 5547 North Ravenswook Avenue, Chicago, IL 60640. (800) 323-4222

A rap session with twelve teens who reveal their attitudes, feelings, and fears about sex. For middle and high school.

EDUCATIONAL VIDEOS (continued)

Making Points (11 minutes). Direct Cinema Limited, Inc., P.O. Box 69799, Los Angeles, CA 90069

Teen male actors giving answers from the female point of view. About sex role stereo-typing. For ages 10 to adult.

Making Responsible Decisions (30 minutes). Marion Howard, Ph.D., P.O. Box 26158, Teen Services, Grady Memorial Hospital, 80 Butler Street, SE, Atlanta, GA 30335

Male Involvement Trigger Film (2.5 minutes). Altschul Group, 930 Pitner Avenue, Evanston, IL 60202 (312) 328-6700

Encourages young men to seek information and advice on sexual activity.

Man Oh Man (18 minutes). New Day Films, 22 Riverview Drive, Wayne, NJ 07470 (201)628-9111.

This is a popular new release from New Day Film. Growing up male in America and the masculine mystique undergo a refreshing reappraisal in this engaging survey of the world of men. Popular stereotypes, the female fimlmaker's personal impressions, throughtful insights from a variety of men and commentary by an aspiring rock musician set up a lively dialogue between fact and fiction guaranteed to spark audience interest and stimulate discussion.

New Parents and Teachers Guide to Drug Abuse (55 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Dr. Forest Tennant presents this guide to drug abuse and drug education, including recognition and prevention. Learn the effects of cocaine, marijuana, heroin, PCP, and other drugs; and learn how to talk to children about these substances. Includes a segment on controlling drug abuse in the workplace.

No Time Soon (16 minutes). O.D.N. Productions, 74 Varick Street, #304, New York, NY 10013 (212) 431-8923

Teenage pregnancy prevention from the male point of view. Two teenage boys agree that becoming a teenage father is not for them. For teens.

Nutrition for Teen Athletes (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

The food athletes eat is critically important to their performance. In this program, coaches, a doctor, and a nutritionist discuss vitamin and mineral supplements, additional protein, starvation dieting, and problems with rapid water loss.

EDUCATIONAL VIDEOS (continued)

Ok to Say No: The Case for Waiting (28 minutes). Kidsrights, 3700 Progress Boulevard, Mount Cora, FL 32757 (800) 892-KIDS (904) 483-1100

Stories of three teenagers present the case for abstinence as a viable sexual option. Stresses the role of personal choice, emotional readiness, and the need for assertiveness in dealing with peer pressures. Age 12-18.

On Equal Terms (30 minutes). NEWIST/CESA #7, IS 1110, Green Bay, WI 54301 (414) 465-2599

When it comes to male and female roles, we live in a society that has definite social regulations. Basically our gender is responsible for who we are, for our beliefs, for the careers we choose, and for our relationships with others. On Equal Terms is designed to promote awareness of sex equity as an issue for both sexes, and explores nontraditional occupations and comparable worth.

One Fine Day (5 minutes). Ishtar Films, Box 51, Route 311, Patterson, NY 12563 (914)878-3561

Five upbeat minutes about women achievers. An inspiring celebration of American women--past and present. A montage to Kay Weaver's anthem "One Fine Day." A really thrilling film about women that brings tears to eyes and pride to hearts even after many showings.

Overweight Americans (29 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Fifty million Americans are overweight. Discusses the health risks of being overweight and suggests ways to lose unwanted pounds.

Physical Fitness and Exercise (29 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

To be healthy, you must be physically fit. The best way to achieve fitness is through an exercise program which meets your abilities, needs and interests. Dr. Kenneth Cooper, the father of modern aerobics, and members of the Dallas Cowboys football team examine fitness.

Planning a Diet with a Food Exchange System (29 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Nutritionist Kay Munsen explains how to develop a food exchange system as a tool in losing weight. Munsen presents six major food groups, along with alternative selections within each group for given calorie ranges.

Postnatal Exercise Program (ACOG). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

The American College of Obstetricians and Gynecologists has designed this postnatal exercise program to help you get back into shape after the birth of your child. Dr. Art Ulene guides you through complete, safe exercises, which include carefully selected intensity levels for the postnatal condition.

EDUCATIONAL VIDEOS (continued)

Poverty Shock: Anywoman's Story (30 minutes). NEWIST/CESA #7, IS 1110, Green Bay, WI 54301 (414) 465-2599

The fastest growing segment of the female poor are women raising children on their own. This is the "feminization of poverty." Poverty Shock focuses on real life situations in which women's lifestyles have been severely disrupted, whether by divorce, loss of husband's income or teen pregnancy, and is designed to educate and offer possible solutions to the problems which have been created by the "feminization of poverty."

Pregnancy, Birth, and Recovery Workout: Jane Fonda (90 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Designed for the pregnant woman who wants to keep in shape while her baby grows but who requires a less strenuous workout. This excellent program also includes segments on skills for birth, baby massage, and infant care.

Pregnancy: Caring for Your Unborn Baby (30 minutes). Kidsrights, 3700 Progress Boulevard, Mount Cora, FL 32757 (800) 892-KIDS (904) 483-1100

This film identifies the benefits of making the right choices about prenatal health and the consequences of making some wrong choices. They involve what the mother eats, drinks, takes into her body, and is exposed to. Filmed case studies and interviews dramatically reveal the lifetime impairment caused by poor nutrition, smoking, drugs, and alcohol. Age 16 to Adult.

Pregnancy Exercise Program (ACOG) (51 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Maintain muscle tone, endurance, and strength during your pregnancy with this exercise program presented the American College of Obstetricians and Gynecologists. Dr. Art Ulene hosts this program for women in all stages of pregnancy. Safety is emphasized; all parts of the body are exercised.

Project Alpha (preview tape). March of Dimes, Supply Division, 1275 Mamaroneck Avenue, White Plains, NY

Project Alpha explores the problem of teenage pregnancy from the male perspective. Encourages young men to learn facts and understand responsibility.

Ready, Willing and Able...To Be Employed (30 minutes). Vocational Studies Center, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706 (608)263-3152.

Deals effectively with how to tell an employer about your disability, searching for a job, resume preparation, interviewing, and protecting your rights as a disabled woman. All from the perspective of the disabled woman.

Ready, Willing and Able...To Be Independent (30 minutes). Vocational Studies Center, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706 (608)263-3152.

Stresses career assessment, work values, personality profiles, job opportunities, nontraditional careers, exploring jobs, education and training, setting goals and making decisions as experienced by women who have lived through these processes and achieved success. One of three.

Ready, Willing and Able...To Be Me (30 minutes). Vocational Studies Center, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706 (608)263-3152.

Learning coping skills, building support sytems and working on personal growth. Self esteem values clarification, sexuality, marriage, family, assertiveness and rights of the disabled are illustrated through real life situations. One of three. Alos, workbook for student/client and staff handbook.

Say No to Drugs (45 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This practical guide for parents offers solid advice and techniques for teaching children to live without drugs or alcohol. Doctors and social workers provide their expert help in the fight against substance abuse.

Saying No (17 minutes). The Altschul Group, 930 Pitner Avenue, Evanston, IL 60202 (312) 328-6700

Young women talk about their personal decisions regarding their sexuality. For teens.

Sex, Choices and You (18 minutes). Library, Planned Parenthood, 1046 North 12th Street, Milwaukee, WI 53233 (414) 271-6033

About choices and options, decision making. Interviews and short skits.

Sex Respect (15 minutes). Respect, Inc., 347 South Center, Bradley, IL 60915 (815) 939-0296

Understanding yourself, dating, motherhood/fatherhood--are you ready?, mind over matter. For middle and high school.

Sex: A Topic for Conversation. Gordon, Sol, Mondell Productions, Inc., 5215 Homer Street, Dallas, TX 75206 (214) 826-3863

I. For Teenagers
II. For Parents of Teenagers
III. For Parents of Young Children

Covers such topics as love vs. sex, abstinence, self-esteem. How parents can talk to their children more comfortably.

Shattered. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Teenage drug addiction is a serious problem today. In the battle to combat the deadly contagion, this program focuses on the need for open communication, sensitivity, and awareness between parents and kids.

EDUCATIONAL VIDEOS (continued)

Single Parenting: A New Page in America's Family Album (30 minutes). NEWIST/CESA #7, IS 1110, Green Bay, WI 54301 (414) 465-2599

Society is set up to work on a two-parent system, but today 25 percent of American households are headed by single parents, and by 1990 that figure may be closer to 50 percent. Single Parenting examines the lifestyles, problems and triumphs of today's single parents, male and female, as more men are granted custody of their children and some women are choosing to adopt or have children without being married.

Sports Nutrition: Facts and Fallacies (30 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

It you're serious about fitness, this comprehensive study of food is for you. It explains which foods offer optimum amounts of vitamins and minerals as well as which ones are only wasted calories. It also covers timing of meals for athletes, carbohydrates vs. fats, and much more.

Stale Roles and Tight Buns: Images of Men in Advertising (29 minutes) O.A.S.I.S., 15 Willoughby Street, Boston, MA 02135 (617)782-7769

Presents a selection of images of men found in consumer advertising. Through these, we see the myths used to define and limit the American man. The program's powerful visual and emotional impact generates new insights and a refreshed view of both men and advertising. It stimulates people to widen their views about the roles of men. It forces us to examine our definitions of "real men" and to think critically about the pressures that shape these ideals.

Stepping Out? ...Stepping In (two @ 20 minutes). Vocational Studies Center, Publications Unit, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706 (608)263-3152

When a woman goes nontraditional in her worklife, she can and should expect a total life-shakeup. STEPPING OUT addresses both the woman contemplating this giant step and the facilitator wishing to guide and support her efforts.

Stepping Out?

The joys and pains of "stepping out" from the perspective of a teacher turned welder. Provides penetrating insight into what to expect when making this kind of change.

Stepping In

Explains the need to get ready--physically, emotionally, mentally--before stepping into occupations where men predominate, and tells how to go about it.

Stop Smoking. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This program uses daily reinforcement which helps in the thought processes behind the smoking habit.

Stop Smoking For Life: Larry Hagman (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Researchers from U.C.L.A. have refined this system for quitting.

Stress Management Series. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

A comprehensive set of video programs for both group and individual viewing. Covers stress relief techniques, health, nutrition, exercise and recreation, progressive relaxation, self-hypnosis, meditation and stretching and realignment exercises. Viewers will be able to create their own workable stress management programs.

Strong Kids, Safe Kids (42 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Child abuse is a major concern today. This marvelous cassette teaches parents and children how to detect and protect against the many forms of child abuse. It performs this vital task in a friendly, nonthreatening way, using songs and favorite cartoon characters to drive home the point.

Study Skills & Job Success Video Package. Career Development Software, Inc., 207 Evergreen Drive, Vancouver, WA 98661

Part One: Why Stay In School. This full motion video dramatizes in highly entertaining fashion the close link between work and school; between school performance and job performance; between school success and work success. Part Two: Study and Work Habits. A well-designed full motion video that compares academic habits with habits needed to be successful on the job.

Substance Abuse Video Library: Alcohol, Stimulants, Depressants, Hallucinogens, Adolescent Substance Use, Marijuana, Cocaine, Narcotics and Designer Drugs. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Sunshine Within Us: Food as Energy (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

An in-depth study of energy in regard to weight control. The videotape explains the different types of energy and the conversion of the sun's energy into plants and animals. Controlling weight is seen as balancing energy input (food intake) and energy output (exercise).

Teen Issues Today (40 minutes). Della Buckley, Kenosha County Health Department, 3418 Washington Road, Kenosha, WI 53142 (414) 656-6434

A locally produced video by youth in the Kenosha County Health Department Adolescent Pregnancy Prevention Project. Youth discuss a variety of issues affecting their lives.

EDUCATIONAL VIDEOS (continued)

Teen Parents: Making it Work (17 minutes). Vocational Studies Center, University of Wisconsin, Madison, 1025 West Johnson Street, Madison, WI 53706 (608)263-3152

A teenage mother is followed through a day and issues are raised concerning needs. Provides the solutions teen mothers have found successful.

Teenage Alcohol and Drug Abuse (30 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This video helps parents deal with teenage children who have become dependent on drugs and alcohol. Agencies and organizations that can help are profiled, and preventive measures are highlighted.

Teenage Birth Control: Why Doesn't It Work? (16 minutes). Kidsrights, 3700 Progress Boulevard, Mount Cora, FL 32757 (800) 892-KIDS (904) 483-1100

Stresses that most teenage pregnancies occur because teenagers don't use birth control, even though they know about it. Helps students recognize why they take chances, and the reasons that they shouldn't. A separate section reviews contraceptive information specifically directed at teenagers. Age 13-18.

Teenage Dating I (30 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This video explores whether or not the sexual revolution and feminism of the 70s and 80s have filtered down to the high school dating scene.

Teenage Dating II (30 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Four teenagers talk about what it means to go steady in the 1980s.

Teens Dealing with Stress (23 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Teenagers talk about what causes them stress (parents, friends, school, worrying about the future) and what they do to relieve that stress. The value of seeking professional counseling and attending drug and alcohol rehabilitation programs is also discussed.

Tell Them I'm a Mermaid (23 minutes). Films Incorporated, 5547 N. Ravenswood, Chicago, IL 60604-1199 (312)878-2600 ext. 43.

An audacious musical-theater documentary that introduces seven vivacious, extraordinary women...who happen to be physically disabled. With music, song and humor these women tell of their powerful will to survive and thrive, and of their ability to lead meaningful, productive and enjoyable lives. Presents people with handicaps in a way that allows us to view them with more respect and humanity and, at the same time, to learn something about ourselves. These seven women have overcome more obstacles than most of us will ever have to confront, but who watching them does not have some limitation he or she would like to conquer? These brave women show us that it is possible for them, and for all of us, to lead as full a life as we dream. Can be used in classrooms, with youth groups, in the work place, in hospitals, rehabilitation centers, churches, and in many other applications. It can provide inspiration and hope for those with disabilities, a greater understanding of those individuals for the rest of us, and a challenge to us all to grow beyond the definitions set by others.

Tender Touch: A Guide to Infant Massage (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Sandra Truxell, RN and massage therapist, is your guide to the natural joys of infant massage. Designed for well babies, this program teaches you a full body massage for your baby, which can relieve gas and colic, enhance sleeping patterns, and improve the bond between parent and child. It's fun, healthy, and easy.

Terrific Sex: Dr. Ruth (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

A candid discussion with Dr. Ruth about various sexual activities and problems.

Too Young, Too Far (30 minutes). NEWIST, CESA #7 Telecommunications, IS 1110, Green Bay, WI 54301 (414) 465-2599

"You can't get pregnant the first time you have sex." This docu-drama on adolescent pregnancy prevention is targeted at both girls and boys ages 12-16 and dispels this and other myths teens believe about getting pregnant. The dramatic vignettes are interspersed with interviews with professionals who offer sound advice on pregnancy prevention for males and females. New!

Total Wellness I (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This program focuses on what we eat, how we think, and how these habits affect our health. Specialists offer hints on evaluating and improving our diets as well as developing attitudes of responsibility and self-control.

Total Wellness II (28 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This program examines the exercise and leisure aspects of health. Specialists suggest specific ways in which individuals can improve their physical and mental fitness. They also discuss how these two aspects combine with nutrition and mental attitudes to produce total wellness.

Touch Film (22 minutes). Potter, Dr. Jessie, Sterling Productions, Inc., 500 North Dearborn Street, Room 1119, Chicago, IL 60610 (312) 329-1183

Dr. Potter describes the emotional and physical benefits of touch as well as the consequences of the lack of touch. Pre-teens and adults.

Trade Secrets: Blue Collar Women Speak Out (23 minutes). Women Make Movies, Inc., 225 Lafayette Street, Suite 211, New York, NY 10012 (212)925-0606

Ironworker, welder, sprinklerfitter, electrician: four women reveal how their lives changed when they stepped into the traditionally male world of skilled crafts. With their coworkers and families, at work and at home, they tell how they overcame the physical and personal obstacles to find satisfaction in their trades, greater financial power, and most of all, a new sense of identity as journeywomen. Perfect as a training tape or in the general study of labor issues.

Twenty-One Days to Stop Smoking: American Cancer Society's Freshstart (87 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

A unique, one-day-at-a-time program that realistically guides, counsels, and encourages you to stop smoking forever. Go day by day with the video--each chapter is one more manageable step on your way to quitting.

Two Ex-Couples & What They Know Now (30 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Two couples who have experienced the pain of divorce share the lessons learned in breaking up.

Values and Choices (15 minute preview copy). Search Institute, 122 West Franklin, Minneapolis, MN 55404 (612) 870-9511

A 15 lesson curriculum for grades 7-8 . Samples of taped material from several of the lessons.

Values for Dating (58 minutes). CESA #11, P.O. Box 728, Cumberland, WI 54829

Pressures, traditional values, love and friendship, and couples in love.

Waking Up From Dope (40 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This entertaining, educational program is set in a high-school classroom filled with kids, who relate to Jevon Thompson's strong anti-alcohol and drug message. A former drug abuser and rock musician, Thompson gives a powerful presentation, combining his nonjudgmental attitudes with comedy and hard facts.

Weight Watchers' Guide to Dining and Cooking (56 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Experts explore no-nonsense techniques for having fun and staying lean.

Weight Watchers' Guide to a Healthy Lifestyle (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Highlights include dieting, low calorie recipes, hints on dining out, and exercise and fitness tips.

What Every Baby Knows I (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

An informative mix of scientific and practical information on the development of children from birth to age three. Addresses the most common questions about newborns, infants, and toddlers.

What Every Baby Knows II (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Discusses the various problems faced by working parents, including separation anxiety and day care.

What Every Baby Knows III (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

A guide to pregnancy and childbirth presented in three segments--pre-birth, birth itself, and the first three months of life. A single delivery is covered in detail.

What Every Baby Knows IV (60 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Examines the changing role of the modern father.

What's Happening to Me? (30 minutes). ETR Associates, P.O. Box 1830, Santa Cruz, CA 95601 (408) 438-4060

An animated video about puberty aimed at pre-teens and teens entering puberty.

EDUCATIONAL VIDEOS (continued)

When Baby Comes Home (55 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610
(203) 335-0908 (800) 232-2224

This valuable home video guide for new parents answers the most often asked questions about everything from feeding to bathing the new arrival. An extremely practical reference cassette for those who desire to learn more about the miraculous experience of parenthood.

Where Did I Come From (27 minutes). ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061
(408) 438-4060

A facts of life animated video for children ages 6-11.

Why Do We Get Sick (29 minutes). QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610
(203) 335-0908 (800) 232-2224

Whether you have just gotten married or divorced, won a lottery or lost your job...these are environmental changes to which you must adapt. Noted psychiatrist Dr. George Engel reviews how external events affect our internal health.

Windows on Women (60 minutes). CC-M Productions, Box 15707, Chevy Chase, MD 20815-0707

Documentary on what has happened to women in the last ten years. Host Ruby Dee illuminates women's lives and special problems using highlights of public television's most revealing documentaries and dramas from the past ten years. Featured are scenes from award winning programs: Nova, Frontline, and Masterpiece Theatre. The report spotlights prominent women in unusually candid interviews: Jane Fonda discusses her first screen test where she was told she was "physically all wrong" to be a movie star. Former U.N. Ambassador Jean Kirkpatrick describes the "hostility" she experienced. Ordinary women around the world share their experiences with abortion, divorce and facelift surgery. Windows tells that the UN Decade of Women really meant and accomplished: "The emergence of an international women's movement which continues to pursue equality and more opportunities," says Host Ruby Dee.

A Woman's Place (25 minutes) View Video Catalog, 34 East 23 Street, New York, NY 10010
(212)674-5550

The film opens with Helen Keller uttering her first spoken sentence. "I am not dumb, now." From there, narrator Harris introduces us to 79 other remarkable American women whose accomplishments have, in some instances, changed the course of history and, in all instances, have changed forever the way women look at themselves and their "place" in life. Ideal for career development programs. Can also be used in programs dealing with affirmative action and women in the work force.

SLIDES AND FILMSTRIP DESCRIPTIONS

AIDS: The Facts. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Media attention has clouded the truth of this deadly epidemic. A doctor talks about the latest facts concerning this disease and its effects on society.

Cocaine: The High in Society. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

A frank look at the effects of cocaine use including the impact on jobs and families. Learn how to help someone overcome this growing problem.

Diseases of the Eye, Ear, Nose, and Throat. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Discusses common problems such as glaucoma, eye injuries, swimmer's ear, sinusitis, nasal polyps, and adenoid problems.

Diseases of the Mouth. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Spotlights problems of tooth decay, gum disease, oral cancers, and malocclusions. Teaches general oral hygiene.

Diseases of the Respiratory System. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Discusses asthma and related absenteeism, upper respiratory disease in children whose parents smoke, deaths from influenza in certain groups, and many other respiratory problems.

Diseases of Women. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Discusses diseases of the female organs (including cancer of the uterus and breast) and common feminine hygiene.

Life Before Birth. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

The delicate development of the unborn baby and the miracle of life come through in these fascinating renderings.

Marijuana Use and Its Effects. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

In-depth studies of the effects of marijuana on the nervous, respiratory, and reproductive systems. Effects on cell reproduction, cell immunity, and blood pressure.

Medical Problems Associated with Alcoholism. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Explains the causes, treatments, and prevention of complications of alcoholism, including cirrhosis, ulcers, pancreatitis, and brain damage.

SLIDES AND FILMSTRIPS (continued)

Methods of Contraception. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Discusses the advantages, disadvantages, reliability, and possible medical complications of ten methods of birth control.

Physical Dangers of Drug Abuse. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Medical photographs show the complications from drug abuse. Teaches through the use of case histories and straightforward medical facts.

Sexually Transmitted Diseases. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Shows vivid examples of syphilis, gonorrhea, and genital herpes.

Skin Deep: Epidermal Diseases. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Diseases of the skin are usually clearly visible to the patient. This program helps in the recognition of the more common problems.

Smoking and Health. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Shows vivid examples of lung cancer, emphysema, bronchitis, heart attacks, bladder cancer, strokes, burns, and other complications of smoking.

Survey of Human Diseases. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

Eighty color transparencies of human pathology specimen models representing the most common diseases.

Truth About Smokeless Tobacco. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

The medical facts of this increasingly popular drug are thoroughly discussed. Special attention is paid to the effects on young people and to the problem of peer pressure.

Understanding Menstruation. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

A discussion of menstruation from a common-sense standpoint. Problems of cramping, spotting, hygiene, and emotional ups and downs.

Woman's Guide to Breast Care. QUEUE, INC., 562 Boston Avenue, Bridgeport, CT 06610 (203) 335-0908 (800) 232-2224

This comprehensive look at proper breast care includes BSE techniques and the need for mammography. A sensitive presentation on one of the leading health concerns of all women.

TEEN PARENTING RESOURCES:

CAREER SURVIVAL KIT FOR TEEN EDUCATION AND EMPLOYMENT

...a curriculum package to help teenage parents balance the dual roles of parent and wage earner, attain marketable job skills, explore nontraditional occupations, make decisions about employment, career options, and the world of work. The Kit can also be used with youth who are at-risk in school programs and community-based organizations. The workbooks were pilot tested in secondary schools. Package components are designed for youth and staff. Materials are designed for active participation using awareness raising activities to build skills that will help the student make the transition to the world of work.

LIFE SKILLS WORKBOOK: A GUIDE TO PERSONAL GROWTH

...teaches skills necessary to take control and manage one's life. Topics include Support Network, Self-Awareness/Esteem, Values, Decision Making, Stress Management, Time and Money Management, Child Care, and Child Abuse and Neglect.

CSK201 ....$12.50

RESOURCE DIRECTORY FOR SINGLE PARENTS

...identifies educational options and information, financial aid resources and programs for employment and training. Financial resources such as AFDC, WIC, WEOP, and services from city or county Departments of Health and Social Services are described. These resources can be found in most states and many communities. While the listings are specific to one location, they serve as illustrations of the kind of help that is available throughout the nation.

CSK204 ....$6.50

OCCUPATIONS DIGEST

...provides descriptions of 400 occupations including wage information, work places, method of entry, working conditions, moving up in the job and worker comments. It is written at an easy reading level and includes graphic illustrations throughout the book. This book is used as a resource for the **Career Planning Workbook.**

CSK206 ....$36.00

PERSONAL CHOICES PERSONAL POWER

...activities focus on sexual rights and responsibilities, sexual decision making, short and long-term goals, relationships and goals, consequences of pregnancy. Pressure "lines" and assertive responses are included with examples of how to say no.

CSK202 ....$6.50

STAFF USER GUIDE FOR TEEN PARENT PROGRAM PLANNING AND IMPLEMENTATION

...provides information and resources for staff working with teenage parents.
Topics include: Statistics on teenage pregnancy and parenting, characteristics of teen parents, information on dropout prevention strategies and resources, issues concerning specific groups, e.g., minorities, teen fathers, rural/urban factors, model programs and strategies.

CSK205 ....$12.00

PREP

...is a 54 page activity book designed to help individuals look at their interests and abilities as they relate to work. It includes activities on interests, school subjects, education and training, abilities, work methods, physical effort, job location, mobility, industries, budgeting, values, decision making and examining occupations. This activity book is used in conjunction with the **Career Planning Workbook.**

CSK207 ....$3.00

CAREER PLANNING WORKBOOK: FROM ASTRONAUT TO ZOOLOGIST

...emphasizes the need to plan for the future. Activities explore the concepts of family and career, women and the world of work, the need to plan, higher wage occupations, career information resources, legal rights and discrimination, sexual harassment and employability skills and attitudes.

CSK203 ....$12.50

RESOURCES FOR STRENGTHENING TEEN PREGNANCY AND PARENTING PROGRAMS

...contains information and materials for staff beginning programs as well as those maintaining programs. This resource: 1)identifies programming barriers, needs, and strategies, 2) provides a program inventory and needs assessment instrument, and 3) includes a catalog of current program resources. Educators successful in working with these students and administering programs generated the content for this publication.

CSK208 ....$12.00

VIDEOTAPE SERIES (2 tapes - 1/2" VHS Format)

"Teenage Parents: Making It Work"
...companion visual for the **Life Skills Workbook.** It follows a teenage mother through a day and raises issues concerning needs and provides the solutions teen mothers have found successful.

CSK200V1 ....$59.00

"Breaking Out: Career Choices for Teenage Parents"
...companion visual for the **Career Planning Workbook.** It introduces the concept of higher wage occupations. The video shows former teenage parents in nontraditional occupations, teens currently parenting and in school, and women in nontraditional jobs. The video provides positive role models of women in nontraditional/higher wage occupations and shows successful parents as teens and adults.

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